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# **Providing Services for Learners with Severe Handicaps**

## **A Module for Developing Communication**

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# **Providing Services for Learners with Severe Handicaps**

A Series of Inservice Training Modules for Developing:

**Communication**

**Systematic Instruction**

**Data-Based Decision Making**

**Functional Curricular Content**

**Social Integration**

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## INTRODUCTION

Every person, regardless of the severity of their disability, has a right to have choices, options, and preferences available to them. Just as importantly, persons with severe disabilities must have a means to communicate their choices and preferences to other persons. Communication and language skills cannot be taught in isolation. These skills must be integrated into instructional objectives that are taught across functional activities and domains of daily life skills, vocational skills, recreation/leisure skills, and community skills. Without ways to understand the communication of others or to communicate to other persons, persons with disabilities cannot reach their full potential at home, work, or play.

The Communication Module was developed to be used with the other modules in the series. The content of the module emphasizes the early receptive and expressive communication skills that may be appropriate for learners with severe disabilities, including learners with dual vision and hearing impairments. It is recommended that service providers who have experience teaching communication to learners with severe handicaps serve as "trainers" for the inservice session. Trainers may include Speech-Language Pathologists, Special Educators, or Parents. The module was developed as an inservice training tool to assist Trainers to teach parents, other professionals and paraprofessionals.

The module contains a Trainer's Guide and a Trainee Workbook. Both are divided into the following sections:

- 1.0 Introduction - This section provides an overview of the goals and objectives of the inservice training.
- 2.0 Critical Variables - This section includes a summary of the speech, language, and communication skills that need to be considered in assessment and program planning.
- 3.0 Receptive Communication - This section discusses the forms, functions, and content of receptive communication. The importance of non-symbolic forms of receptive communication are emphasized.
- 4.0 Expressive Communication - This section discusses the forms, functions, and content of expressive communication. Both non-symbolic and different symbolic forms of communication are included in the discussion.



- 5.0 Determining Content & Strategies for Teaching - This section includes ways to analyze functional activities across domains to determine what receptive and expressive content is relevant to each specific activity.
- 6.0 Evaluation - The final section provides measures of the trainees' satisfaction with the inservice and their change in knowledge and skills to assess and program for communication skills.

The anticipated outcomes of the training include increases in the trainees' skill to observe learners' current communication skills across activities, to determine the new forms and functions that could be taught, and to systematically integrate communication skills within functional activities. The Trainer should stress that teaching communication to learners should be conducted within a systematic instructional framework and should be databased.

The Trainer should read and be familiar with the entire module, especially the Trainee Workbook portion, prior to the inservice session. The Trainer is encouraged to use videotapes, examples, and actual demonstrations with the learners during the session. A number of activities with the module require "hands-on" demonstration and practice with learners in different activities. It is recommended that follow-up technical assistance be provided to assist the trainees to implement the communication training in the home, classroom, vocational settings, and community.





## ACKNOWLEDGMENTS

We would like to thank Jan Fowler for her patience and dedication in typing and editing the manual. She kept our confusion at a minimum. We wish to thank the many teachers who provided feedback about what was clear and what was unclear - they were our best critics. Most importantly, we offer special gratitude to the learners themselves and their families. They are responsible for letting us know what works and what doesn't work. May they accept our apologies for our wrong starts and stops...for the isolated and non-functional training efforts of the past...and for all of the times that we did not respond to their attempts to communicate with us. We want them to know that their messages are important to us. We strongly hope that more opportunities to communicate their options and choices will be available in the future.



## GENERAL DIRECTIONS FOR THE TRAINER

### Trainer Guidelines

The left side of the Trainer Guidelines presents instructions and the major points to be made during the lecture format. The Trainee Workbook provides a corresponding expansion of the lecture. It is critical that the Trainer is familiar with the content in the Trainee Workbook. The transparencies that are displayed during the lecture are reduced and placed on the right side of the page for easy reference. The Trainer will conduct a number of trainee activities throughout the session. The activities and correct answers have also been reduced and placed on the right side of the guideline pages for quick reference. The Trainer needs to make transparencies from the pages entitled transparencies. Any portion of the module can be duplicated.

The list of suggested materials to be used during the inservice training session can be found in Appendix A. A Competency Score Sheet to record the pretest, posttest, and activity scores of each trainee is provided in Appendix B. Appendix C contains the posttest answers. Examples of the manual signs used during training as demonstration are included in Appendix D for the Trainer who does not know the specific signs. Resources for adaptive switches and communication systems are located in Appendix E. Additional receptive and expressive communication assessments are provided in Appendix F. A bibliography specific to communication for learners with severe disabilities can be found prior to the Appendices. The Journal for Persons With Severe Handicaps is also an excellent resource.

### Trainee Workbook

The trainee workbook contains a written version of the lecture. The transparencies that are used to illustrate points have been reduced and placed on the right side of the workbook. The activities to be completed by each trainee are located within the workbook. Each trainee should check their answers after the activity. The Trainer will record the score on the Competency Sheet (Appendix B). If a trainee scores below 80%, the Trainer should provide more examples and practice. If the trainee hasn't learned, the trainer should modify their training.

The trainees should be included in the demonstrations of the forms and functions during the training. A large rag doll may also be used to demonstrate correct positioning and motor movements that can communicate or be used for communication forms. The written examples of the activities may be written on notecards for trainer ease in delivery.





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### Appendix A - Materials List

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TRAINER GUIDELINES



## 1.0 INTRODUCTION

### 1.1 Goals and Objectives (10 minutes)

- A. Display **TRANSPARENCY #1**:  
Communication Overview-Training Competencies and Objectives.  
Refer trainees to page W-1 in the Trainee Workbook.
- B. Provide an overview of the objectives of the training session. Explain that the trainee will:
  - o Demonstrate knowledge of the different forms & functions of receptive and expressive communication skills through demonstrations and written activities.
  - o Demonstrate skills in assessing the learner's current level of receptive and expressive communication skills, (1 learner during training).
  - o Demonstrate skills in determining the content of communication skills across domains and strategies for increasing communication.
  - o Demonstrate implementation of providing opportunities for communication during at least two (2) activities (during follow-up).

### 1.2 Pretest (10 minutes)

- A. Hand out the Pretest: **ACTIVITY #1** to trainees. Refer to page W-2 in the Trainee Workbook.
- B. Explain the purpose of the pre-posttest. Allow 10 minutes for completion.

OVERVIEW			
		Communication	TRANSPARENCY #1
Competencies:			
Each trainee will demonstrate knowledge, skills and implementation of receptive/expressive communication placement, program planning, and IEP development that result in each learner having multiple opportunities (20+) to communicate across at least three functional, routine activities			
Objectives:			
Each trainee will:			
1. Demonstrate <u>knowledge</u> of the different forms & functions of receptive and expressive communication skills through demonstrations and written activities.			
2. Demonstrate <u>skills</u> in assessing the learner's current level of receptive and expressive communication skills (1 learner during training).			
3. Demonstrate <u>skills</u> in determining the content of communication skills across domains and activities for teaching.			
4. Demonstrate <u>implementation</u> of providing opportunities for communication during at least two (2) activities (during follow-up).			
Session Schedule			
Topic	Format	Materials	Time
1.0 Introduction	Lecture Pretest	VCR Overhead	20 mins.
2.0 Identifying the Critical Variables	Lecture	Microswitches Objects (see materials list)	20 mins.
3.0 Determining Receptive Communication Objectives	Demonstration Lecture	Appendix A).	60 mins.
4.0 Determining Expressive Communication Objectives	Lecture Student Demonstration		180 mins.
5.0 Determining Content & Strategies for Teaching	Lecture Activity Plans		30 mins.
6.0 Evaluation	Posttest McCallion		20 mins.
Total Session			5 hrs., 30 mins.

Pretest	ACTIVITY #1
<b>Purpose:</b> The pretest is given to determine the knowledge that the trainee gained as a result of the training.	
1. Three major aspects are critical to communication and language development. Define each of these three aspects: <ol style="list-style-type: none"> <li>a. Content</li> <li>b. Form</li> <li>c. Function</li> </ol>	
2. List four forms of non-symbolic communication other than eye gaze and vocalizations. <ol style="list-style-type: none"> <li>a. _____</li> <li>b. _____</li> <li>c. _____</li> <li>d. _____</li> </ol>	
3. List four of the earliest communication functions (latents/reasons) that are used by learners with handicaps. <ol style="list-style-type: none"> <li>a. _____</li> <li>b. _____</li> <li>c. _____</li> <li>d. _____</li> </ol>	
4. List three specific receptive (input) systems that can be used with low incidence, handicapped populations that do not include speech or signs.	
5. Match the following behaviors that best reflect the level of communication development by putting A, B, C, D, or E by the following examples:	
Learner touches Mom to get more food. _____	A. Symbolic Language
Learner points to a miniature object to order at McDonalds. _____	B. Emerging Language
Learner extends his cup to a peer for more milk. _____	C. Intentional Behavior
Learner activates a switch to get more music by himself. _____	D. Early Communication
Learner signs "help" to get teacher to open a container. _____	E. Conventional Communication
Learner gestures "no" for pretest. _____	



- C. Give the trainees the results of the pretest at the end of the training session (Appendix C).
- D. Record the scores on the Trainee Competency Score Sheet (Appendix B).

## 2.0 IDENTIFYING THE CRITICAL VARIABLES OF COMMUNICATION

### 2.1 Specifying the Differences Between Speech, Language, and Communication

- A. Display **TRANSPARENCY #2**.  
Explain the differences and specific features of speech, language, and communication. Refer trainees to page W-3 in the Trainee Workbook.
  - o Speech - is a complex motor behavior that is influenced by (1) adequate breath control, (2) coordinated vocal cord functioning, and (3) coordinated oral-motor skills.
  - o Language - is a system of symbols and rules for ordering those symbols. This may occur through:
    - speech
    - signs
    - written words
    - Bliss or Rebus symbols
  - o Communication - is an exchange between two or more persons in which there is a message and an intention to impact the receiver. Communication forms may be:
    - Symbolic (abstract forms as speech or signs)
    - Nonsymbolic (through facial or body gestures).
- B. Discuss that many behaviors displayed by the learners may be interpreted as communication. These behaviors:

TRANSPARENCY #2	
SPEECH	A COMPLEX FINE MOTOR BEHAVIOR - DEPENDING ON: <ol style="list-style-type: none"> <li>1. ADEQUATE AIR FLOW FROM THE LUNGS</li> <li>2. COORDINATED MOVEMENTS OF THE VOCAL CORDS</li> <li>3. COORDINATION OF THE ORAL-MOTOR MOVEMENTS OF THE TONGUE AND LIPS WITHIN THE ORAL CAVITY.</li> </ol>
LANGUAGE	A SYSTEM OF CULTURALLY DETERMINED <u>SYMBOLS</u> AND RULES FOR ORDERING THE SYMBOLS.
COMMUNICATION	AN INTERACTION BETWEEN TWO OR MORE PERSONS INVOLVING: <ol style="list-style-type: none"> <li>1. A MESSAGE</li> <li>2. AN INTENTION ON THE PART OF THE SENDER TO "IMPACT" THE RECEIVER</li> <li>3. NON-SYMBOLIC OR SYMBOLIC FORMS MAY BE USED.</li> </ol>





- o May not be purposefully communicated by the learner,
- o May be interpreted as "inappropriate,"
- o Need to be observed and responded to by their care-givers and/or teaching staff,
- o Become more intentional as they are responded to.

2.2 Specifying the Differences Between Receptive and Expressive Communication

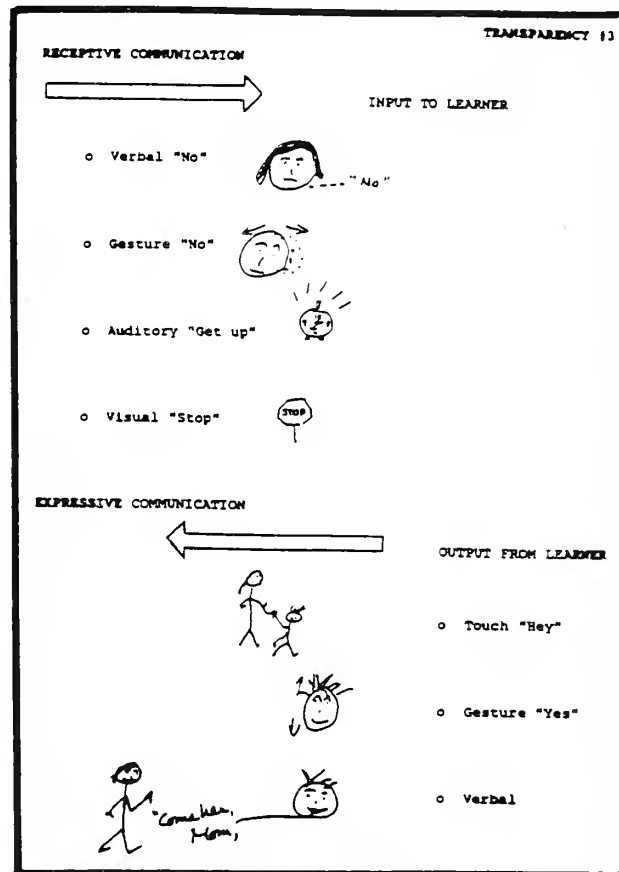
- A. Discuss that communication should be a two-way interaction between a sender and receiver.
- B. Display **TRANSPARENCY #3**; refer to page W-4 of the Trainee Workbook and discuss:

- o Receptive communication is an "input" system in which the learner must understand the purpose and content of your message.
- o Expressive communication is an "output" system in which the learner is trying to get you to understand their message and act accordingly.

- C. Demonstrate visual examples of different types of receptive and expressive forms such as those in the workbook.

2.3 Specifying Three (3) Major Features of Receptive and Expressive Communication

- A. Display **TRANSPARENCY #4** and refer trainees to page W-5 of the workbook. Explain that the three features include:
  - o Form-First, the learner must have a way to communicate- and must understand your form.



TRANSPARENCY #4

**THREE (3) CRITICAL FEATURES OF COMMUNICATION:**  
UNDERSTANDING WHAT IS INVOLVED IN THE DEVELOPMENT OF ANY COMMUNICATION PROGRAM.

1. **FORM** - A LEARNER NEEDS A "WAY TO COMMUNICATE". A SPECIFIC FORM OR BEHAVIOR IS USED, INTENTIONALLY, TO TRANSMIT A MESSAGE.
2. **FUNCTION** - A LEARNER NEEDS A "REASON OR INTENT TO COMMUNICATE." EACH TIME WE COMMUNICATE, WE HAVE A REASON OR A PURPOSE FOR DELIVERING OUR "MESSAGE."
3. **CONTENT** - A LEARNER NEEDS "SOMETHING TO COMMUNICATE ABOUT". THE CONTENT OF A MESSAGE WILL INCLUDE THE SPECIFIC OBJECTS, ACTIONS, EVENTS, AND LOCATIONS THAT ARE PART OF ONGOING ENVIRONMENTAL ACTIVITIES. OFTEN, IF LEARNERS WITH SEVERE HANDICAPS ARE NOT INVOLVED IN FUNCTIONAL, ROUTINE ACTIVITIES, THERE MAY BE VERY LITTLE TO COMMUNICATE ABOUT.



- o Function-Second, the learner must have a reason or purpose to communicate - and must understand your purpose.
  - o Content-Third, the student must have something to communicate about - and needs to understand the meaning of your words, phrases, and sentences.
- B. Discuss that the form, function, and content must be considered in both receptive and expressive communication programming.
- C. Point out that these three features will be discussed in detail in the next two sections.

### 3.0 DETERMINING RECEPTIVE COMMUNICATION OBJECTIVES

#### 3.1 Specifying the Functions of Receptive Communication

- A. Refer the trainees to page W-5 of their workbook.
- B. Display **TRANSPARENCY #5**.
- C. Discuss the major functions of receptive communication that the teacher or trainee can use to "get her/his message across" to the learner so that a successful communication exchange occurs. These functions may include:
- o Attention
  - o Protest/Negation
  - o Model/Repeat
  - o Information
  - o Command/Directive
  - o Social Comment
  - o Termination
  - o Question

TRANSPARENCY #5

EARLY FUNCTIONS OF RECEPTIVE COMMUNICATION

- A. TO GET THE LEARNER TO ATTEND TO YOU OR AN OBJECT. (NOTICE)
- B. TO GET THE LEARNER TO STOP DOING AN UNDESIRABLE BEHAVIOR (YOUR PROTEST).
- C. TO CONVEY THAT YOU ARE GOING TO ACT ON THE LEARNER IN SOME WAY (INFORMATION).
- D. TO CONVEY WHERE HE/SHE IS BEING TAKEN (INFORMATION).
- E. TO CONVEY WHAT YOU INTEND FOR THE LEARNER TO DO (COMMAND/DIRECTIVE).
- F. TO COMMENT ON THE LEARNER'S ACTIONS, POSSESSIONS, AND ABOUT ONGOING ACTIVITIES. (SOCIAL COMMENT)
- G. TO CONVEY THAT AN ACTIVITY IS COMPLETED (TERMINATION).
- H. TO CONVEY WHAT ACTIVITIES ARE TO TAKE PLACE IN THE NEAR FUTURE (UNDERSTANDING THE ROUTINE ACTIVITIES OF THE DAY).



- D. Display **TRANSPARENCY #6** (also **ACTIVITY #2**). Refer trainees to page W-6 in the Trainee Workbook. Provide an example for each of the following functions prior to giving directions for **ACTIVITY #2**: Have the trainees verbalize what function is being used. Record the answers on the transparency.

- 1 Model/repeat - "Say, 'more'."
- 2 Protest/inhibit - "Don't touch that!"
- 3 Attention to object or person - "Look here!"
- 4 Comment/reinforcer - "Hey, great!"
- 5 Comment/information - "We'll go later."
- 6 Directive for motor responses - "Go to work now."
- 7 Question - "What do you need?"
- 8 Directive for a communication response - "Tell me what you want."
- 9 Answer to question - "Joe is sick today."
- 10 Reply to a response - "Okay."

- E. Direct the trainees to **ACTIVITY #2**.

- F. Read or paraphrase the following directions to the trainees:

- o The purpose of the activity is to provide practice on identifying different functions of the "messages" that teachers give learners.
- o Ten examples of "messages" will be presented to you. You will check the specific function that is demonstrated.

- G. Read each of the following examples and give the trainees time to check their worksheets:

Functions of Receptive Communication:										ACTIVITY #2 Transparency #6	
<p>Directions: The trainer will read each of ten (10) "messages." After each example, place a check (✓) in the column that best describes the function or purpose of the message.</p>											
Examples											
FUNCTIONS	1	2	3	4	5	6	7	8	9	10	Check + -
Model/repeat											
Protest/inhibit											
Attn./person/obj.											
Comment/reinforcer											
Comment/information											
Motor dir./command											
Question											
Communication dir.											
Answer											
Reply to response											
Joking											
<p style="text-align: right;">% correct _____</p> <p>If more than two (2) examples were incorrect, the trainer will provide more examples for practice.</p>											





1. "Stop that"
2. "The table's dirty"
3. "Good job"
4. "Joe"
5. "Look" (point to object)
6. "Let's go"
7. "Get to work"
8. "I like your shirt"
9. "Do this, sign 'finish'"
10. "What do you want?"

H. Read the correct responses and direct the trainees to check their answers by putting a plus or minus by each answer.

1. Protest/inhibit
2. Comment/information
3. Comment/reinforcer
4. Attention to person
5. Attention to object
6. Directive/command
7. Directive for motor behavior
8. Comment/reinforcer
9. Model/repeat
10. Question

I. Ask the trainees if they missed more than two.

J. If less than 80% criterion was reached, provide additional examples. Have the trainees verbally respond to an OPTIONAL ACTIVITY. Provide the following examples if necessary:

Answers

- o "I don't like that"- Protest/Inhibit
- o "Hey, look at you"- Attention to person
- o "Joe finished his work"- Comment/reinforcer
- o "What is that?"- Question
- o "Turn it like this"- Directive for motor behavior

K. Provide the following example of a young woman missing the teacher's message:

- o Sheila is a 18 year old lady who is deaf-blind. She has about 300 signs.

Functions of Receptive Communication: ACTIVITY #2  
Transparency #6

Directions: The trainer will read each of ten (10) "messages."  
After each example, place a check (✓) in the column that best describes the function or purpose of the messages.

Examples

FUNCTIONS	1	2	3	4	5	6	7	8	9	10	Check + -
Model/repeat									✓		
Protest/inhibit	✓										
Attn./person/obj.				✓	✓						
Comment/reinforcer			✓					✓			
Comment/information		✓									
Motor dir./command						✓	✓				
Question										✓	
Communication dir.											
Answer											
Reply to response											
Joking											

% correct \_\_\_\_\_

If more than two (2) examples were incorrect, the trainer will provide more examples for practice.



- o After she finished completing 30 micro-circuits in a work task, the trainer signed in her hand- "Good, you finished your work."
- o Sheila stops and processes the message and then upsets the entire work table.

- L. Ask the trainees what they think Sheila thought the "message" was? Rather than interpreting it as a reinforcer, she may have thought it was a directive. "Finish your work" is what she possibly understood, or she may have wanted to continue working.
- M. Lead into the next section by explaining that the learners must also understand the form of communication in order to correctly interpret the purpose or intent of your message.

### 3.2 Specifying the Forms of Receptive Communication

- A. Refer Trainees to page W-7 of their workbook and display **TRANSPARENCY #7**.
- B. Discuss the different types of receptive communication forms and give an example of each. Different types of cues are given to represent the different forms of receptive communication. Have the trainees participate by generating other examples as you give them the different cues. These include:

- o Natural environmental cues
  - Taking learner out of wheelchair
  - Feeding learner: spoon on lip
- o Touch or tactile cues
  - "Sit down" - lightly touch child's bottom
  - "Want more?" - form "M" with 3 fingers and stroke from child's knuckles to fingertips

TRANSPARENCY #7

TYPES OF RECEPTIVE COMMUNICATION FORMS

NATURAL ENVIRONMENTAL CUES

TOUCH OR TACTILE CUES

OBJECT CUES

GESTURE CUES

PICTURE CUES

MANUAL SIGN CUES

SPEECH



- o Facial gestures/eye gaze
  - "Sit down" - look at chair
  - "Good" - smile
- o Functional object or object association cues
  - "Go to cafeteria" - spoon
  - "Go to work" - timecard
- o Gesture cues
  - "Go to leisure" - gesture swimming
  - "Sit down" - point to chair
  - "Give it to me" - hand out, palm up
- o Picture cues
  - picture of bread,
  - picture of peanut butter
- o Manual sign cues
  - sign, "What you want" - draw the tip of the right index finger downward across the left open palm; point the index finger out; place both curved "five" hands in front of you, palms up, and draw them toward you several times.
  - sign, "Finished" - hold the "five" hands in front of you, palms in, then palms out in a quick twisting movement.
- o Speech cues
  - "Wait"
  - "Come here"

o Written or abstract symbols - 

push
------

men
-----

- C. Review the different forms and specific cues in more detail.
- D. Environmental cues: Refer trainees to page W-7 of the Trainee Workbook. Have the trainees provide examples of environmental cues they use every day.



E. Touch Cues:

Direct the trainees to page W-8 of the workbook.  
Provide examples of about 5-8 touch cues, such as:

- o No - tap firmly twice on the outer wrist
- o Finished - gently guide learner's hand to push away the object/food etc.
- o Stand up - lightly stroke underside of fingers
- o Go - gently tug elbow
- o Eat - tap both lips (learner's) twice with fingers

F. Object Cues:

Display **TRANSPARENCY #8a** - Object Cues. Direct trainees to page W-9,10 of the workbook.  
Provide examples of about 5-8 object cues.

- o Small cereal box - go to breakfast
- o Green nogahide - put on mat
- o Whistle - time for P.E.
- o I.D. card - go into community
- o Small tin wastebasket - time to pick up trash

G. Encourage trainees to think of additional examples for other activities. Indicate that examples for infants/young children are also provided in their workbook (**TRANSPARENCY 8b**, page W-11).

H. Refer trainees to page W-12 of the workbook (**TRANSPARENCY 8c**). Explain how the object cues can be used as a time management system once the learner understands the individual objects. Point out:

- o This system provides a concrete cueing system so that the learner learns to move independently, going from one activity to another.

TRANSPARENCY #8a

DOMAIN	ACTIVITY	CUE	MEANING
DOMESTIC/DAILY LIVING	EATING	SMALL CEREAL BOX MEAL TICKET TRAY AWAY	EAT BREAKFAST EAT LUNCH FINISHED
	MEAL PREPARATION	PICTURE COOKBOOK/ POTHOLDER SPONGE/DISHCLOTH	TIME TO PREPARE TIME TO CLEAN-UP
	SELF CARE	SMALL TOOTH PASTE/ COMB/MIRROR	TIME TO GO TO BATHROOM FOR SELF CARE
	LAUNDRY	DETERGENT CAP	TIME TO DO LAUNDRY
VOCATIONAL	WORK	TIMECARD	TIME FOR WORK
	WORK (IN-SCHOOL)	SMALL TIN CAN SMASHED SMALL CAN	TIME TO PICK-UP TRASH
COMMUNITY		ID CARD	TIME TO GO INTO COMMUNITY
LEISURE/RECREATION	CARD GAME	CARD	TIME TO PLAY CARD

TRANSPARENCY #8b

FORMS OF FUNCTIONAL OBJECT CUES FOR INFANTS/YOUNG CHILDREN

MEANING	OBJECT (FORM)
EAT	SPOON
DRINK	BOTTLE
CHANGE	PANTS OR DIAPER
GO	WALKER
FINISHED	TUB TO PUT OBJECTS IN
BED/SLEEP	BLANKET, SMALL PILLOW OR BED TOY
DOWN ON MAT	PIECE OF THE MAT/CARPET
GOING TO PLAY AREA	A SPECIFIC TOY
BATH	WASHCLOTH OR SPONGE
DRESS	SMALL SHOE
OUTSIDE	TURF OR SMALL BRICK
MUSIC	TAPE
BUBBLES	BUBBLE WAND
AIR ON FACE	BALLOON
SPRING	PIECE OF CHAIN OR RUBBER

Example:

ACTIVITY	Object Cue	Sequence	Completed
Breakfast	small cereal box	1	Cover down
Attendance to office	envelope	2	"
Cafeteria (job)	spoon	3	"
Sort laundry	washcloth	4	"
Leisure (tape)	small tape	5	"
Gym	whistle	6	"
Lunch	meal ticket	7	"
Leisure (exercise)	grip	8	"
Work	timecard	9	"

The learner would take the small cereal box and go to the cafeteria for breakfast. When he returns to the classroom after breakfast, he puts the cereal box back in the first slot and closes the slot. He then takes his envelope and gives it to the teacher to put the day's attendance form in and takes it to the school office.





- o The learner would get the first object in a slotted box (as a small cereal box) and go to breakfast. When he finished, he would put the cereal box back and close the slot (as putting an attached cloth over it).
  - o Initially 2-4 objects may be used and the system gradually expanded.
  - o Pictures can also be used if the learner responds to pictures.
- I. **Gesture Cues:**  
Provide an overview of the different types of gesture cues. Refer trainees to page W-13 in the Trainee Workbook. Point out that there are a number of important gestures we use; such as:
- o Pointing for joint attention
  - o Gesture for "Give me"
  - o Gestures to represent actions (turn, put down),
  - o Gesture for "Go"
  - o Gestures for "Yes/no."
- J. **Sign Cues:**  
A review of the manual signs can be found in Appendix D. Discuss that manual signs are symbolic forms of language. Refer trainees to page W-13 in the Trainee Workbook. Explain that:
- o Some signs are iconic- in that they represent actions or objects.
  - o Some learners who have hearing losses or auditory discrimination problems may benefit from signs as input systems.
- K. **Speech Cues:**  
Discuss that learners may respond to intonation patterns, facial and body gestures long before they understand specific words. Make the following points:
- o Object identification tasks should be functional and part of an ongoing task.
  - o There should be a reason to have the learner identify the objects.



- Give me spoon, hat, pencil-  
(Nonfunctional)
- Get cup (juice); get cereal/milk  
to make breakfast (Functional)

L. Refer the trainees to **ACTIVITY #3** on page W-15 in the Trainee Workbook, use **TRANSPARENCY #9**.

M. Provide the rational and directions for **ACTIVITY #3** by reading/paraphrasing the following:

- o The purpose of this activity is to give you practice in your observation skills in determining different receptive forms of communication.
- o You will observe a role play situation. The trainer will present ten (10) different examples of receptive forms.
- o After you observe each example, check (/) the form that describes the example given on your worksheet. If more than one example is given, check more than one box.

N. Provide the following examples and allow time for the trainees to respond on the worksheet:

- 1 Take the bib off of the doll  
(Environmental)
- 2 Say "Stand-up" and give a  
touch cue (Speech/Touch)
- 3 Give person "Keys," (Object)
- 4 Say "Look" and point to  
windows, (Speech/Gesture)
- 5 Ask, "Want more?" as you sign  
(Speech/Sign)
- 6 Say, "Give it to me" & hold  
out your hand, (Speech/Gesture)
- 7 Hold up the coke can to Learner's  
glass (Gesture)
- 8 Give the Learner miniature blender  
(Object)
- 9 Say, "Let's make popcorn" &  
hand miniature popcorn (Speech/Object)
- 10 Sign, "Stop" (Sign)

Forms of Receptive Communication						ACTIVITY #3 Transparency #9	
<p>Directions: You will observe a role play situation. The trainer will present a form of a receptive cue (one at a time). You will decide if the cue was a gesture cue, a touch cue, etc. Each trainee is to mark the cue presented under each column. If two forms are used, check more than one box. An activity criterion of 80% should be reached.</p>							
#	Environmental	Touch	Object	Gestures	Sign	Speech	Check +/-
1	-----	-----	-----	-----	-----	-----	-----
2	-----	-----	-----	-----	-----	-----	-----
3	-----	-----	-----	-----	-----	-----	-----
4	-----	-----	-----	-----	-----	-----	-----
5	-----	-----	-----	-----	-----	-----	-----
6	-----	-----	-----	-----	-----	-----	-----
7	-----	-----	-----	-----	-----	-----	-----
8	-----	-----	-----	-----	-----	-----	-----
9	-----	-----	-----	-----	-----	-----	-----
10	-----	-----	-----	-----	-----	-----	-----
% Correct _____							
<p>If more than two (2) examples are incorrect, the trainer will provide additional forms for you to observe.</p>							



- O. Request that the trainees check their sheets as you read the answers (you can mark these off on the transparency). The answers are:

- 1 Environmental
- 2 Speech/touch
- 3 Object
- 4 Speech/gesture
- 5 Speech/sign
- 6 Speech/gesture
- 7 Gesture
- 8 Object
- 9 Speech/object
- 10 Sign

- P. If the trainees miss more than two examples, provide five (5) additional examples and have them give a verbal response.

Examples may include:

- o Speech/touch cue - "Stand up" and touch person's arm
- o Gesture - "Put it here"
- o Sign - "Yes"
- o Object/speech - give a tape & say, "Listen to music"
- o Environmental cue - Undo velcro on wheelchair.

### 3.3 Specifying the Content of Receptive Communication

- A. Discuss that communication is involved in each domain, activity, and task that is being taught. Explain that if the learner does not understand speech and if no other support cues are provided, the teaching strategies may not be effective.
- B. Discuss that the natural sequence in routine, functional activities also provides powerful support cues.

Forms of Receptive Communication						ACTIVITY #3 Transparency #9	
<p>Directions: You will observe a role play situation. The trainer will present a form of a receptive cue (one at a time). You will decide if the cue was a gesture cue, a touch cue, etc. Each trainee is to mark the cue presented under each column. If two forms are used, check more than one box. An activity criterion of 80% should be reached.</p>							
#	Environmental	Touch	Object	Gesture	Sign	Speech	Check +/-
1	✓						
2		✓					
3			✓				
4				✓			
5				✓	✓		
6				✓	✓		
7				✓			
8			✓				
9			✓				
10					✓		
							% Correct _____
<p>If more than two (2) examples are incorrect, the trainer will provide additional forms for you to observe.</p>							





- C. Provide the following example in trying to get the learner to extend his glass to get "more juice".
- Teacher physically assists learner to extend his cup,
  - Teacher extends the juice container towards learner's cup and gradually holds the container farther back to shape an extending response.
- D. Explain that the task analysis procedures from activities within the domains will serve as the content of the learner's receptive communication program.  
Point out:
- o Understanding other peer's names are important. These may be taught in group leisure skills or during meal preparation.
  - o Understanding specific words is important, such as: attention-getting devices "Joe" - tap person; termination words, - "Finished;" action verbs, - "Go, Stop;" re-occurrence, - "more."
  - o The "distal" or distancing aspects of receptive communication are also important. That is, objects/activities that are immediately present when the word is used are easier for the learner to understand than objects that are not visible when the word is spoken/signed.

### 3.4 Assessing Receptive Communication

- A. Explain that the receptive profile is a placement tool to pinpoint what forms, functions, and content the learner is responding to.
- B. Provide an overview of the directions of the profile.



- C. Refer trainees to **ACTIVITY #4 - Receptive Communication Profile** - page W-16 in the Trainee Workbook. Use the Receptive Profile as **Transparency #10**. Read or paraphrase the following directives:

- o The purpose of the activity is to give you practice in determining what cues currently are controlling a specific learner's behavior and to determine what cues need to be taught in the activities/tasks across domains.
- o You will work as a team (2 people) and select one learner to assess.
- o Score only the cues you know that the learner responds to.

- D. Explain that the learner's Receptive Communication Profile will be completed during the learner demonstration.

### 3.5 Delivering Receptive Cues

- A. Explain that the teacher should also use speech and short phrases in conjunction with other cues.
- B. Point out some of the "rules" for delivering the cues. These are:
  - o Attempt to use the cues that the learner understands -"Sit down" with a gesture to the chair
  - o Provide one form of a cue only one (1) time (do not just repeat the same cue).
  - o Give the student 4-seconds to respond. If there is no response, repair your cue by saying/providing more information as -"Sit down"- and providing a touch cue.

[illegible]



- o Provide feedback when the learner responds to let him know he understood your message, such as, "Thank you for sitting down."

C. Emphasize that receptive communication is more than providing directives.

- o Learner's should hear/see polite forms of your requests.
- o Learners should hear/see comments.
- o Learners should hear/see different types of feedback.
- o Learners should hear/see social comments, "Thank you."

#### 4.0 DETERMINING EXPRESSIVE COMMUNICATION OBJECTIVES

##### 4.1 Specifying Objectives

- A. Display **TRANSPARENCY #11** and emphasize that all learners can learn to communicate. Refer trainees to page W-17 of the Trainee Workbook.
- B. Discuss that there is no cookbook approach since each learner will have very different skills and needs.
- C. Give examples of learners with different visual, auditory and motor skills and discuss why their programs would all be somewhat different.
- D. Display **TRANSPARENCY #11a & #11b**. Provide a rationale for the sequence of the forms across each level. (These are on pages W-19 and W-20 of the Workbook).
- o Intentional Behavior
  - o Early Communication
  - o Conventional Communication

#### TRANSPARENCY #11

O: INTENTIONAL BEHAVIOR

I: EARLY COMMUNICATION

II: CONVENTIONAL COMMUNICATION

III: EMERGING SYMBOLIC COMMUNICATION

IV: EARLY LANGUAGE

#### LEVELS & FORMS OF EXPRESSIVE COMMUNICATION

TRANSPARENCY #11a

Levels/Features	Forms	Examples
<b>Intentional Behavior</b>		
Behaviors are purposeful but are not used for intentional communication. These behaviors may be interpreted by others as being communicative. They are necessary to move to the level of communication. These behaviors represent "zero-effort" skills, in which the learner learns that he/she can act on the environment to cause an effect.	1. General body movements 2. Specific body movements 3. Vocalizations 4. Adaptations with switches	Leans head forward Moves body for more Reaches to grasp Throws an object Exhibits as abusive behavior Press switch for music Leaf switch for fan Mercury for blender

The teacher arranges the environment and is responsive to purposeful behaviors so that the learner learns that he/she can impact the environment and anticipate that he/she are active in making something occur. In this manner the learner advances to the next level so that he/she not only purposefully acts, but that he learns to act on other people to get things done or to affect his environment if he can't do it by himself.

#### Level I: Early Communication

These behaviors are simple (non-symbolic) forms that are directed towards another person for the intent of causing that person to act. The learner must look at the person or orient to that person. These early forms of behaviors are either directed to the person or the object, but not to both. If the learner is not successful in getting his message across, he may give up or resort to inappropriate behaviors.	1. Vocalization (auditory signal) 2. Eye gaze 3. Body movement 4. Touch person 5. Touch object (object or 2 held) 6. Touches 2 objects not held 7. Adaptations	Leans back for backrub Kicks legs for rock Moves head for more food Touch hand to get milk Touch are for attention Reaches far or touches cup or toy Touches tape recorder when it stops Touches spoon, not cup Learners with little voluntary movement may need a switch device
--	--	--

The learner gradually becomes more purposeful in using these behaviors and is anticipating that he/she can affect another person. Therefore, it is critical that the learner is responded to consistently. Some learners may exhibit very subtle behaviors if they have little voluntary control over their movements.

#### TRANSPARENCY #11b

Levels/Features	Forms	Examples
<b>Level II: Conventional Communication</b>		
The behaviors at this level are still not symbolic, but they are behaviors that are used by most persons in conjunction with speech. At this level the learner begins to coordinate the use of objects and people. Throughout this level the objects and the person become more distanced. The learner should be encouraged to pair these behaviors, such as pointing and vocalizing.	1. Touch person & object (or move person's are to object) 2. Extend real objects 3. Use of 3 simple gestures 4. Point to near object 5. Adapted 2-choice communication device 6. Yes/no	Cup for more milk Tap to turn on Money for coin Up None No Head motion

At this point the learner is still communicating about the here and now, using concrete forms. Learners with higher cognitive skills may not have trouble advancing to signs, words, or other abstract symbols. However, many learners will need to go through a transition process in which the forms gradually become more abstract. For these learners it is necessary to go through the next level of teaching more abstract symbols.

#### Level III: Emerging Symbol Communication Systems

At this level, the forms used to communicate are changed so that they gradually become more abstract. A learner who does not have the fine motor control to point, may extend the objects. Also, some learners may use a combination of motor responses, pointing, gestures, vocalizations. The teacher is continuously expanding the learner's vocabulary so that the learner can communicate about more things in the environment.	1. Extend/point to miniature objects 2. Extend/point to object parts that are part of the whole 3. Extend/point to pictures/line drawings 4. Use more complex gestures	
--	---	--

At Level III, the learner needs to demonstrate that if he/she uses an object representation, they can then select the real object; they have to demonstrate that they understand the 1:1 correspondence between a representation and the real object (referent). At this level the learner should have a vocabulary of at least 25 objects, activities or meanings that they can express across a variety of routine activities.

#### Level IV: Early Language

At this level the learner is able to use at least 2 symbols that represent or stand for specific objects. These language forms may be spoken words, signs or abstract symbols.	1. a. Close word approximations b. True signs c. Written words or abstract symbols 2. Use of two words for 2 different functions 3. Use of two words for objects that are not immediately visible or present	
--	--	--



- o Emerging Symbol Systems
  - o Early Language (May be augmentative systems).  
(Appendix E contains adaptive resources)
- E. Discuss the major aspects of how the levels change.
- F. Use a doll or trainee to demonstrate the majority of the forms.
- G. Display **TRANSPARENCY #12** and refer the trainees to **ACTIVITY #5**, page W-21 in the Trainee Workbook. You can use note-cards and describe the different forms and have the trainees demonstrate the different forms. The trainees will be directed to check which forms were presented. Check their responses and provide feedback. If less than 80% is scored, provide more concrete examples:

1. Vocalize to get the person's attention.
2. Hold out your cup to get more coffee.
3. Point to a piece of paper.
4. Gesture mine after you have it.
5. Tap the person to get their attention.
6. Touch the spoon to get it.
7. Hand fake brick (thin brick) to person to go outside - or use some object cue.
8. Hand a picture of a cup to the person.
9. Hand a small spoon to the person.
10. Sign "more" to get more coffee - Bring the tips of all your fingers together.

H. Answers are:

1. Vocalization
2. Extend real object
3. Pointing
4. Gesture
5. Touch person
6. Touch object
7. Uses associate object
8. Uses pictures
9. Uses miniature object
10. Signs

ACTIVITY #5  
TRANSPARENCY #12

Forms of Expressive Communication

Activity #5 The trainer will demonstrate ten specific forms of communication. Record a check under the specific form being demonstrated for each trial. You may request the trainee to repeat the example if it was unclear. All trainees will record, individually, what form was communicated by checking the correct column below:

Forms	Vocalization	Eye Gaze	Body Movement	Touch Person	Touch Object	Extend Real Object	Use Simple Gestures	Use Miniature Object	Use Assoc. Objects	Speech	Pictures	Signs	Written
1													
2													
3													
4													
5													
6													
7													
8													
9													
10													

ACTIVITY #5  
TRANSPARENCY #12

Forms of Expressive Communication

Activity #5 The trainer will demonstrate ten specific forms of communication. Record a check under the specific form being demonstrated for each trial. You may request the trainee to repeat the example if it was unclear. All trainees will record, individually, what form was communicated by checking the correct column below:

Forms	Vocalization	Eye Gaze	Body Movement	Touch Person	Touch Object	Extend Real Object	Use Simple Gestures	Use Miniature Object	Use Assoc. Objects	Speech	Pictures	Signs	Written
1													
2													
3													
4													
5													
6													
7													
8													
9													
10													





#### 4.2 Specifying the Functions of Expressive Communication

- A. Stress that the learner needs to have a reason to communicate. Refer trainees to page W-22 of the Trainee Workbook.
- B. Display **TRANSPARENCY #13**, and discuss the specific types of communication functions, stress that the following functions are the most critical for early teaching:

- o Accessing people (may be a calling device)
- o Protesting
- o Requesting more
- o Requesting choice

Display **TRANSPARENCY #14** and have the trainees turn to **ACTIVITY #6**, page W-23 of the Trainee Workbook. Provide 10 examples of forms and functions (2 each). Check their answers and provide more trials if 80% criteria is not met.

1. Shake your head "no" when other person gives you coffee.
2. Point to a glass of water to get it.
3. Extend an object to the person to turn it on or open it.
4. Use the calling buzzer to get the person's attention.
5. Point to the light to get someone to attend to it.
6. Wave hi/bye to a person.
7. Push the person's hand away from you when she starts to brush your hair.
8. When the person holds up two objects, touch one for choice.
9. Touch the person to get their attention.
10. When the person holds up two objects, point to one for choice.

#### 4.3 Specifying Two Major Aspects of the Content of Communication

TRANSPARENCY #13

##### TYPES OF COMMUNICATION FUNCTIONS

###### EARLY FUNCTIONS:

- o CALLING OR ACCESSING PEOPLE
- o PROTESTING
- o REQUESTING CONTINUATION OF AN ACTIVITY ONCE IT IS STARTED AND THEN DISCONTINUED
- o REQUESTING FROM A CHOICE OF TWO OBJECTS OR ACTIVITIES

###### LATER DEVELOPING FUNCTIONS:

- o SOCIAL GREETING
- o OFFERING OR TRANSFERRING OBJECTS
- o REPEATING
- o ANSWERING QUESTIONS
- o NAMING OR LABELING
- o COMMENTING
- o REPLYING
- o REQUESTING INFORMATION
- o ADDITIONAL (JOKING, LYING, CONVINCING, ETC.)

##### Forms & Functions of Expressive Communication

ACTIVITY #6  
TRANSPARENCY #14

Activity #6 This activity will be demonstrated similarly to the previous one. Only, this time, the trainer will demonstrate a form and a clear function. Observe and record both the form and function of each communicative behavior in the column below.  
Questions??

Forms & Functions											
Forms	Functions	Vocalization	Eye Gaze	Body Movement	Touch Person	Extend Person	Use Simple Object	Use Real Object	Use Miniature Object	Use Assoc. Object	Use Assoc. Object
1											
2											
3											
4											
5											
6											
7											
8											
9											
10											

Forms & Functions											
Forms	Functions	Vocalization	Eye Gaze	Body Movement	Touch Person	Extend Person	Use Simple Object	Use Real Object	Use Miniature Object	Use Assoc. Object	Use Assoc. Object
1											
2											
3											
4											
5											
6											
7											
8											
9											
10											

Adaptation  
or Greeting

1 correct



- A. Point out that vocabulary is one aspect of the content. Refer the trainee to page W-24 of the Trainee Workbook.

o Vocabulary selection should be based on functional objects/activities that the learner uses frequently.

o Early in teaching - words that sound alike, look alike (signs), refer to objects that are similar should not be taught. Provide the following examples and have trainees indicate why teaching these words at the same time may be confusing.

- say, "Pencil - paper" (sound alike)
- sign, "Orange - apple" (look alike, same conceptual "fruit" category).

- B. Explain how the functional domains and skills presented in the other sessions are critical for teaching communication.

- C. Stress the need to provide more opportunities for communication and natural cues for independent behavior rather than numerous directives and physical assists.

#### 4.4 Assessing Expressive Communication.

- A. Provide an overview of the Expressive Communication Profile and directions for the assessment. Display **TRANSPARENCY #15**. Provide examples of scoring as you explain the assessment.

- B. Display **TRANSPARENCY #16** to fill in examples as you work through the Expressive Communication Profile. Refer the trainees to **ACTIVITY #7**, page W-26 in the Trainee Workbook. The copy of the assessment in the activity section is to be used for role play practice.

EXPRESSIVE COMMUNICATION ASSESSMENT			FORM										FUNCTION										
Domain	Activity	Options	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
Daily Living Activities		Brush																					
		Comb																					
		Shave																					
		Wash face																					
Communication		Ask for																					
		Answer																					
		Complain																					
		Describe																					
Personal		Identify																					
		Locate																					
		Recognize																					
		Remember																					

E. Brown-Campbell & S. Wilson

Directions: Select a least 1 activity within 3-4 domains. Have the learner participate in the activity. Provide stimulus to determine what the learner communicates about and how to communicate. Record at least two (2) opportunities for the learner to communicate. While doing the activity, the learner also is asked to communicate about each activity. Place a 1 for the communication better observed and a 2 for the better not observed. Check the function that was communicated by the learner.

EXPRESSIVE COMMUNICATION ASSESSMENT			FORM										FUNCTION									
Domain	Activity	Options	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Daily Living Activities	Meal Preparation	Stir																				
		Mix																				
		Gr																				
		Peel																				
Communication	Order a Fast Food Restaurant	Hamburger																				
		French fries																				
		Coke																				
		Napkin																				
Personal	Analyze	Memory																				
		Put in																				
		Shut																				
		Push																				

E. Brown-Campbell & S. Wilson

Directions: Select a least 1 activity within 3-4 domains. Have the learner participate in the activity. Provide stimulus to determine what the learner communicates about and how to communicate. Record at least two (2) opportunities for the learner to communicate. While doing the activity, the learner also is asked to communicate about each activity. Place a 1 for the communication better observed and a 2 for the better not observed. Check the function that was communicated by the learner.



- C. Provide ten examples of different forms with differing functions in a role routine of eating. The trainees will score the "learner-role." Check their scoring and provide additional trials if 80% criterion is not met. (L is learner's role).

1. Offer 2 choices of spoon/cup... L touches spoon.
2. Trainer gives several bites...waits...L vocalizes for "More."
3. Offer 2 choices again...L first looks at cup.
4. Trainer does not respond immediately...L then touches cup.
5. After L drinks the water...L extends cup for more.
6. Trainee leaves table for awhile...L vocalizes for attention.
7. Trainer offers choice of 2 foods... L leans toward one (body movement).
8. When the trainer asks which ...L reaches to one.
9. Trainer waits... L guides T's hand toward cup.
10. Trainer says/gestures, "Wipe mouth"... L tries to hand napkin to T.

#### 4.5 Assessing a Learner

- A. Have two trainees select one learner from their site/classroom to practice completing the assessment. (Extra copies that can be duplicated for additional learners can be found in Appendix F.)
- B. Overview the directions for the trainee to assess the expressive communication with one learner during lunch (or some functional activity).
- C. Hand out assessment forms for each of the target learners.



- D. Remind the teams to take the receptive forms they partially completed earlier.
- E. Explain that the trainer(s) will be available to assist and answer any questions and to provide feedback.
- F. Refer the trainees to **ACTIVITY #8**, pages W-27 and W-28 in the Trainee Workbook. The trainees will assess a learner in a routine activity (lunch, meal preparation, community trip, etc.).
- G. If possible, pair a trainer with each trainee team. Initially, present 2-3 receptive and expressive trials to the trainees to demonstrate how several behaviors may be assessed (scored) by one presentation or by waiting 3-4 seconds to see if another response can be evoked.
- H. Provide positive feedback and, if necessary, demonstrate how the trainee could do a better or more efficient job. Have one trainee present the trials while the other scores the assessment and provides suggestions. Then, have them switch roles so that both get practice scoring and presenting trials.

**EXPRESSIVE COMMUNICATION ASSESSMENT**

Discrete	Activity	Context	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
1	[Activity]	[Context]																														
2	[Activity]	[Context]																														
3	[Activity]	[Context]																														
4	[Activity]	[Context]																														

**1. Record-Completed & 2. When**

Directions: Select a task 1 activity within 3-5 minutes. Have the learner participate in the activity. Provide choices to demonstrate when the learner communicates. Observe the communication. Provide a total time (0) opportunity for the learner to communicate. Write down the words and the learner does or does not communicate. Observe the communication. Score 1 for the communication being observed and 0 for the learner not observed. Check the frequency the task communicated by the learner.

## 5.0 DETERMINING CONTENT & STRATEGIES FOR TEACHING

### 5.1 Developing the IEP and Communication Programming

- A. Discuss that once the Receptive and Expressive Profiles have been completed, the following information should be used to develop the IEP:
  - o For Receptive Communication, skills and needs would include:











you selected under each domain.  
Select the activity that can  
provide the richest content for  
communication.

- o The planning sheet is divided  
into three phases:

- preparation
- activity participation
- termination or transition  
to new activity

- o First, from the completed  
communication profile, write  
down the receptive and  
expressive forms that the  
learner understands.

- o Second, write down the forms  
that will be taught.

- B. Determine (with your partner)  
what receptive and expressive  
forms or functions could be used  
within each activity.

- C. The forms may be somewhat  
different depending on the task.

For example: Learner extends  
hand for change, student points  
for choice-making.

COMMUNICATION PROGRAM PLANNING

ACTIVITY #10  
TRANSPARENCY #10

Learner's Name \_\_\_\_\_ Date \_\_\_\_\_

Phase	Activity (specify)	Domestic		Vocational		Recreation/Leisure		Community	
		Receptive	Expressive	Receptive	Expressive	Receptive	Expressive	Receptive	Expressive
Preparation	Receptive Communication Forms Understood:								
		1. _____							
		2. _____							
Activity Participation	Forms to be Taught: (expanded)								
		1. _____							
		2. _____							
Termination/Transition	Expressive Communication Forms Used:								
		1. _____							
		2. _____							
	Forms to be Taught:								
		1. _____							
		2. _____							

COMMUNICATION PROGRAM PLANNING

ACTIVITY #10  
TRANSPARENCY #10

Learner's Name A.M. Date \_\_\_\_\_

Phase	Activity (specify)	Domestic		Vocational		Recreation/Leisure		Community	
		Receptive	Expressive	Receptive	Expressive	Receptive	Expressive	Receptive	Expressive
Preparation	Receptive Communication Forms Understood:								
		1. <u>environmental</u>							
		2. <u>2 touches</u>							
Activity Participation	Forms to be Taught: (expanded)								
		1. <u>object sequence</u>							
		2. <u>touch (shape)</u>							
Termination/Transition	Expressive Communication Forms Used:								
		1. <u>reach to grasp</u>							
		2. <u>body movements</u>							
	Forms to be Taught:								
		1. <u>Touch Object</u>							
		2. <u>Extend</u>							

going to store

attention

get billfold

go

stop

step down

open

choice offered

emphas choice

choice offered

emphas choice

give me clerk

gives money

go

open

stop

put away

Request new activit

## 6.0 EVALUATION

### 6.1 Determining Change in Knowledge (pre-post gains)

- A. Distribute the posttest,  
**ACTIVITY #10**, found on page  
W-34 in the Trainee Workbook.  
Allow 10 minutes for the  
trainees to complete it.
- B. Check the posttest and provide  
feedback to the trainees (Appendix C).

### 6.2 Determining Workshop Satisfaction

- A. Distribute the McCallon scale,  
**ACTIVITY #11**, page W-35 in the  
Trainee Workbook, to trainees.



- B. Collect and later average the mean scores.

### 6.3 Determining Competencies

- A. Compute the percent correct for each trainee as they complete each activity. Record this information on the Trainee Competency Score Sheet (Appendix B).
- B. Check to determine if each trainee met criterion for each activity.

#### WORKSHOP EVALUATION SCALE

Workshop Names \_\_\_\_\_ Dates \_\_\_\_\_

Presenter: \_\_\_\_\_

#### INSTRUCTIONS

To determine whether or not the workshop met your needs and our objectives, we would like for you to give us your honest opinion on the design, presentation, and value of this workshop. Please circle the number which best expresses your reaction to each of the items on the following list. Space is provided for your comments.

#### EVALUATION CRITERIA

1. The organization of the workshop was	Excellent 7 6 5 4 3 2 1	Poor
2. The objectives of the workshop were:	Clearly Evident 7 6 5 4 3 2 1	Vague
3. The work of the presenters was:	Excellent 7 6 5 4 3 2 1	Poor
4. The schedule of the workshop was:	Excellent 7 6 5 4 3 2 1	Poor
5. The scope (coverage) was:	Very Adequate 7 6 5 4 3 2 1	Inadequate
6. Information in the handouts were:	Very Beneficial 7 6 5 4 3 2 1	No Benefit
7. Overall, I consider this workshop:	Excellent 7 6 5 4 3 2 1	Poor
8. Do you feel a need for additional information about this topic?	1. Yes 2. No	

The stronger features of the workshop were: \_\_\_\_\_

The weaker features were: \_\_\_\_\_

General Comments: \_\_\_\_\_

#### Posttest

#### ACTIVITY #10

Purpose: The posttest is given to determine the knowledge that the trainee gained as a result of the training.

1. Three major aspects are critical to communication and language development. Define each of these three aspects:

- a. Content  
b. Form  
c. Function

2. List four forms of non-symbolic communication other than eye gaze and vocalizations.

- a. \_\_\_\_\_  
b. \_\_\_\_\_  
c. \_\_\_\_\_  
d. \_\_\_\_\_

3. List four of the earliest communication functions (intents/reasons) that are used by learners with handicaps.

- a. \_\_\_\_\_  
b. \_\_\_\_\_  
c. \_\_\_\_\_  
d. \_\_\_\_\_

4. List three specific receptive (input) systems that can be used with low incidence, handicapped populations that do not include speech or signs.

5. Match the following behaviors that best reflect the level of communication development by putting A, B, C, D, or E by the following examples:

- |  |                               |
|--|-------------------------------|
| Learner touches Mom to get more food. <u>   </u>                       | A. Symbolic Language          |
| Learner points to a miniature object to order at McDonalds. <u>   </u> | B. Emerging Language          |
| Learner extends his cup to a peer for more milk. <u>   </u>            | C. Intentional Behavior       |
| Learner activates a switch to get more music by himself. <u>   </u>    | D. Early Communication        |
| Learner signs "help" to get teacher to open a container. <u>   </u>    | E. Conventional Communication |
| Learner gestures "no" for protest. <u>   </u>                          |                               |

#### Posttest

#### ACTIVITY #10

Purpose: The posttest is given to determine the knowledge that the trainee gained as a result of the training.

1. Three major aspects are critical to communication and language development. Define each of these three aspects:

- a. Content - Something to communicate about  
b. Form - A "way" or "means" to communicate  
c. Function - A "reason" or the purpose of communication

2. List four forms of non-symbolic communication other than eye gaze and vocalizations.

- a. Touching a person or an object  
b. Pointing  
c. Using a "calling device": giving objects, using miniature objects  
d. Using gestures: body movements

3. List four of the earliest communication functions (intents/reasons) that are used by learners with handicaps.

- a. Protesting  
b. Calling for attention  
c. Requesting more/requesting  
d. Requesting choices

4. List three specific receptive (input) systems that can be used with low incidence, handicapped populations that do not include speech or signs.

- a. Touch cues  
b. Object cues  
c. Gestures

5. Match the following behaviors that best reflect the level of communication development by putting A, B, C, D, or E by the following examples:

- |  |                               |
|--|-------------------------------|
| Learner touches Mom to get more food. <u>   D   </u>                       | A. Symbolic Language          |
| Learner points to a miniature object to order at McDonalds. <u>   B   </u> | B. Emerging Language          |
| Learner extends his cup to a peer for more milk. <u>   C   </u>            | C. Intentional Behavior       |
| Learner activates a switch to get more music by himself. <u>   D   </u>    | D. Early Communication        |
| Learner signs "help" to get teacher to open a container. <u>   A   </u>    | E. Conventional Communication |
| Learner gestures "no" for protest. <u>   E   </u>                          |                               |









## ACTIVITIES



Purpose: The pretest and posttest are given to determine the knowledge that the trainee gained as a result of the training.

1. Steve extends his cup to get "more juice" at breakfast.  
What is the form \_\_\_\_\_  
function \_\_\_\_\_  
content \_\_\_\_\_ of his behavior?
2. List four forms of non-symbolic communication other than eye gaze and vocalizations.
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
  - c. \_\_\_\_\_
  - d. \_\_\_\_\_
3. List four of the earliest communication functions (intents/reasons) that are used by learners with handicaps.
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
  - c. \_\_\_\_\_
  - d. \_\_\_\_\_
4. Karen is vision and hearing impaired. She currently responds when Mom unfastens her wheelchair and places her on the changing table (Environmental cue). What higher level receptive (input) cues might Mom use next?
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
5. Robin demonstrates that she can activate an adaptive switch to turn on music. A question to ask initially would be: \_\_\_\_\_
  - a. Is she ready for speech?
  - b. Is the behavior intentional?
  - c. Does she have the motor skills necessary to learn signs?
  - d. For what communication function does she use this switch?



6. In the following situations, identify the child's receptive and expressive communication forms.

ReceptiveExpressive

- |  |   |  |
|--|---|--|
| <p>A. Ron has a severely profound hearing impairment; when his teacher holds up two pictures (of a cup and some cookies) and asks Ron, "Which one do you want?" Ron looks at the picture of the cookies.</p> <p>Receptive_____ Expressive_____</p>                                 | <p>A. Pictures<br/>B. Object<br/>C. Speech<br/>D. Environmental<br/>E. Signs<br/>F. Touch<br/>G. Gestures</p> | <p>A. Body movement<br/>B. Adaptation<br/>C. Sign<br/>D. Eye gaze<br/>E. Point<br/>F. Vocalization<br/>G. Simple gestures<br/>H. Speech<br/>I. Objects<br/>J. Extend real objects<br/>K. Touch person/object</p> |
| <p>B. Dad asks Sam, "Do you want to go outside?" Sam shakes his head yes.</p> <p>Receptive_____ Expressive_____</p>  |   |  |
| <p>C. Using a 3-choice box containing a small container of popcorn, a piece of chain, and a washcloth, Suzie asks, "What do you want to do?" Johnny presses the switch corresponding to the piece of chain indicating he wants to swing.</p> <p>Receptive_____ Expressive_____</p> |   |  |
| <p>D. Mom takes Sue into the bathroom and turns the water on in the tub. Sue leans forward toward the tub.</p> <p>Receptive_____ Expressive_____</p>   |   |  |
7. Match the following examples of a child's behavior to the next highest communication program appropriate.

Johnny has a vision and physical impairments. He understands that when his teacher says "more" she is asking him if he wants to continue an activity. He also understands that when his teacher says "good" she is complementing him. He also understands "stop" and "finish."

Johnny can communicate by extending 50 different objects to request more, make choices, and protest.

For the expressive form of communication, you would program for:\_\_\_\_\_

- |   |                        |
|---|------------------------|
| a) eye gaze                                 | c) signs               |
| b) pictures/line drawings/miniature objects | d) touch object/person |



As you begin to teach the new expressive form, the decision regarding what to program as the function of communication would be:

- A) Teach new forms and add new functions (asking questions, giving information) at the same time.
- B) Teach at least 200 more words before teaching new functions.
- C) Assess for generalization of the new form across the old functions first.
- D) Teach only the new forms with the earliest functions of protest and requesting more.

For the receptive form, you would program for:\_\_\_\_\_

- |                                  |                           |
|----------------------------------|---------------------------|
| a) additional environmental cues | c) additional touch cues  |
| b) additional gesture cues       | d) additional speech cues |





**Functions of Receptive Communication:**ACTIVITY #2  
Transparency #6

Directions: The trainer will read each of ten (10) "messages."  
After each example, place a check ( ✓ ) in the column  
that best describes the function or purpose of the  
messages.

**Examples**

FUNCTIONS	1	2	3	4	5	6	7	8	9	10	Check + -
Model/repeat											
Protest/inhibit											
Attn./person/obj.											
Comment/reinforcer											
Comment/information											
Motor dir./command											
Question											
Communication dir.											
Answer											
Reply to response											
Joking											

% correct \_\_\_\_\_

If more than two (2) examples were incorrect, the trainer will  
provide more examples for practice.



# Forms of Receptive Communication

ACTIVITY #3  
TRANSPARENCY #9

## Directions:

You will observe a role play situation. The trainer will present a form of a receptive cue (one at a time). You will decide if the cue was a gesture cue, a touch cue, etc. Each trainee is to mark the cue presented under each column. If two forms are used, check more than one box. An activity criterion of 80% should be reached.

	Environmental	Touch	Object	Gesture	Sign	Speech	Check + or -
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							

% Correct \_\_\_\_\_

If more than two (2) examples are incorrect, the trainer will provide additional forms for you to observe.



## RECEPTIVE COMMUNICATION ASSESSMENT

[illegible]

K. Siremel-Campbell &amp; B. Wilson

**Directions:** Select at least one activity within 2-3 domains. Have the learner participate in the activity. Allow the learner to be as independent as possible. If you need to give a message to the learner, first use only verbal cues, next use sign or gesture, if there is no response 0; then use an object or touch cue. Score correct responses as X and incorrect responses as o. Check ✓ the functions of your communication.



ACTIVITY #5  
TRANSPARENCY #12

The trainer will demonstrate ten specific forms of communication. Record a check under the specific form being demonstrated for each trial. You may request the trainee to repeat the example of it was unclear. All trainees will record, individually, what form was communicated by checking the correct column below:





ACTIVITY # 6  
TRANSPARENCY # 14

This activity will be demonstrated similarly to the previous one. Only, this time, the trainer will demonstrate a form and a clear function. Observe and record both the form and function of each communicative behavior in the column below.

Questions??

[illegible]



ACTIVITY #7  
TRANSPARENCY #15

EXPRESSIVE COMMUNICATION ASSESSMENT

Domain	Activity	Content	FORMS															FUNCTION							
			Adaptive Switch	Reach to Grasp	Eye Gaze	Body Movement	Vocalization	Touch Person	Touch Object	Touch Person & Object	Simple Gestures	Point	Adaptive System	Yes - No	Complex Gestures	Picture or Line Drawing	1 word signs or speech	2 word signs or speech	Access People	Protest	Request Continuation	Request Choice	Repeat	Offer	
Daily Living/ Domestic																									
Community																									
Recreation/ Leisure																									
Vocational																									

K. Stremel-Campbell & B. Wilson

Directions: Select at least 1 activity within 2-3 domains. Have the learner participate in the activity. Provide choices to determine what the learner communicates about and how he communicates. Provide at least two (2) opportunities for the learner to communicate. Write down the words that the Learner does or could communicate about under content. Score X for the communication forms observed and o for the forms not observed. Check the functions that were communicated by the learner.



ACTIVITY #8  
TRANSPARENCY #16

EXPRESSIVE COMMUNICATION ASSESSMENT

Domain	Activity	Content	FORMS															FUNCTION							
			Adaptive Switch	Reach to Grasp	Eye Gaze	Body Movement	Vocalization	Touch Person	Touch Object	Extend Person & Object	Simple Gestures	Point	Adaptive System	Yes - No	Complex Gestures	Pictures or Line Drawing	1 word signs or speech	2 word signs or speech	Access People	Protest	Request Continuation	Request Choice	Repeat	Offer	
Daily Living/ Domestic																									
Community																									
Recreation/ Leisure																									
Vocational																									

K. Stremel-Campbell & B. Wilson

Directions: Select at least 1 activity within 2-3 domains. Have the learner participate in the activity. Provide choices to determine what the learner communicates about and how he communicates. Provide at least two (2) opportunities for the learner to communicate. Write down the words that the Learner does or could communicate about under content. Score X for the communication forms observed and o for the forms not observed. Check the functions that were communicated by the learner.



## Communication Planning Across Domains

## ACTIVITY 9a &amp; b

Directions - From the completed receptive and expressive communication profiles, write down the forms that the learner uses and those that are to be taught (on left side of page)!

Select an activity that can provide a rich content for the individual learner and write the selected activity under each domain (see Activity 9a sheet).

Next, list both receptive and expressive forms (and functions) that could be targeted in the 3 phases of an activity.

Write the number of the form being targeted (Selects choice - 2 - by touching object).

Finally, circle those forms/functions that occur across two or more activities. Write P if the interaction involves a peer. (Peers may also include those without handicaps).

Example:

Going to convenience store (2 yr.-old student deaf-blind)		
Form targeted	Receptive	Expressive
<u>Receptive</u>		
1. touch cue	o Gets wallet (4)	
2. object cue	o Attention cue (1)	
3. hand-in-hand singing	"go"	
4. object sequence	o Step down (1)	
	o Stop (1)	
	o Go (1)	
	o Open (1)	
<u>Expressive</u>		
1. I call person		
2. Touch object/Choice	o Choice (2) drink	Selects choice (2)
3. Give-transfer	o Choice eat (2)	Selects choice (2)
4. Request more	o Get me coke (1/3)	Offer/trans (3)
5. Protest	o Give me (1)	Gives (3)
	o Open (1/2)	
	o Stop (1)	
	o Step (1)	
	o Put away (4)	
	o Throw away (2/3)	
	o New activity (4)	





**Domain**Activity**Daily Living/Domestic**

Personal Care - brushing teeth  
washing, showering, bathing  
applying deodorant  
applying make-up (if appropriate)  
washing hair, styling hair  
dressing - choosing clothing putting on  
clothing

Meals Prep. - making breakfast, lunch, dinner  
planning meal  
setting table  
purchasing ingredients for meal  
table manners  
social interaction (dinner table)

Clothing care - washing laundry  
sorting laundry  
folding laundry  
hanging clothes on hangers  
putting laundry away when clean

House care - making bed  
cleaning kitchen - sink  
dishes  
floor  
stove  
vacuuming refrigerator  
dusting  
washing windows/mirrors  
cleaning bathtub  
cleaning table  
cleaning sink (bathroom)

**Vocational**

Janitorial - cleaning/emphasizing ashtrays  
emphasizing garbage  
cleaning bathroom  
vacuuming  
cleaning break room  
washing windows

Secretarial - filing  
sorting mail  
putting away supplies  
making copies with copy machine  
stapling papers  
folding/addressing correspondences



Assembly - bagging by size, shape, color,  
number  
sorting  
quality control  
locating parts  
asking for help

### Recreation/leisure

Playing game requiring at least 2 people (table game)  
working a jig-saw puzzle  
latch - hooking rug, pillow  
needle work - cross stitch,  
needle point  
sports such as volley ball,  
soft ball  
movies - choosing movie, purchasing  
tickets,  
getting snack, locating seat  
bowling - money, shoes, lanes,  
keeping score etc.

### Community

Post office - buying stamps  
mailing letters  
mailing packages

bank - making deposits  
withdrawing money  
getting change  
cashing check

restaurant - choosing restaurant  
choosing from menu  
ordering meal  
eating meal  
paying for meal

shopping - clothing  
locate store based on needs  
find items needed  
locate size  
determine price  
try on items (if necessary)  
locate cashier  
pay for items



# COMMUNICATION PROGRAM PLANNING

TRANSPARENCY #18  
ACTIVITY #9b

Learner's Name \_\_\_\_\_

Date \_\_\_\_\_

Domains	Domestic		Vocational		Recreation/Leisure		Community	
	Receptive	Expressive	Receptive	Expressive	Receptive	Expressive	Receptive	Expressive
Activity (specify)								
Preparation								
Activity Participation								
Termination								

Phase

Receptive Communication  
Forms Understood:

- 1.
- 2.
- 3.

Forms to be Taught:  
(expanded)

- 1.
- 2.

Expressive Communication  
Forms Used:

- 1.
- 2.
- 3.
- 4.
- 5.

Forms to be Taught:

- 1.
- 2.



Purpose: The pretest and posttest are given to determine the knowledge that the trainee gained as a result of the training.

1. Steve extends his cup to get "more juice" at breakfast.  
What is the form \_\_\_\_\_  
function \_\_\_\_\_  
content \_\_\_\_\_ of his behavior?
2. List four forms of non-symbolic communication other than eye gaze and vocalizations.
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
  - c. \_\_\_\_\_
  - d. \_\_\_\_\_
3. List four of the earliest communication functions (intentions/reasons) that are used by learners with handicaps.
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
  - c. \_\_\_\_\_
  - d. \_\_\_\_\_
4. Karen is vision and hearing impaired. She currently responds when Mom unfastens her wheelchair and places her on the changing table (Environmental cue). What higher level receptive (input) cues might Mom use next?
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
5. Robin demonstrates that she can activate an adaptive switch to turn on music. A question to ask initially would be: \_\_\_\_\_
  - a. Is she ready for speech?
  - b. Is the behavior intentional?
  - c. Does she have the motor skills necessary to learn signs?
  - d. For what communication function does she use this switch?





6. In the following situations, identify the child's receptive and expressive communication forms.

	<u>Receptive</u>	<u>Expressive</u>
A. Ron has a severely profound hearing impairment; when his teacher holds up two pictures (of a cup and some cookies) and asks Ron, "Which one do you want?" Ron looks at the picture of the cookies.	A. Pictures B. Object C. Speech D. Environmental E. Signs F. Touch G. Gestures	A. Body movement B. Adaptation C. Sign D. Eye gaze E. Point F. Vocalization G. Simple gestures H. Speech I. Objects J. Extend real objects K. Touch person/object
Receptive_____ Expressive_____		
B. Dad asks Sam, "Do you want to go outside?" Sam shakes his head yes.		
Receptive_____ Expressive_____		
C. Using a 3-choice box containing a small container of popcorn, a piece of chain, and a washcloth, Suzie asks, "What do you want to do?" Johnny presses the switch corresponding to the piece of chain indicating he wants to swing.		
Receptive_____ Expressive_____		
D. Mom takes Sue into the bathroom and turns the water on in the tub. Sue leans forward toward the tub.		
Receptive_____ Expressive_____		

7. Match the following examples of a child's behavior to the next highest communication program appropriate.

Johnny has a vision and physical impairments. He understands that when his teacher says "more" she is asking him if he wants to continue an activity. He also understands that when his teacher says "good" she is complementing him. He also understands "stop" and "finish."

Johnny can communicate by extending 50 different objects to request more, make choices, and protest.

For the expressive form of communication, you would program for:\_\_\_\_\_

- |   |                        |
|---|------------------------|
| a) eye gaze                                 | c) signs               |
| b) pictures/line drawings/miniature objects | d) touch object/person |



As you begin to teach the new expressive form, the decision regarding what to program as the function of communication would be:

- A) Teach new forms and add new functions (asking questions, giving information) at the same time.
- B) Teach at least 200 more words before teaching new functions.
- C) Assess for generalization of the new form across the old functions first.
- D) Teach only the new forms with the earliest functions of protest and requesting more.

For the receptive form, you would program for: \_\_\_\_\_

- |                                  |                           |
|----------------------------------|---------------------------|
| a) additional environmental cues | c) additional touch cues  |
| b) additional gesture cues       | d) additional speech cues |



## WORKSHOP EVALUATION SCALE

Workshop Names \_\_\_\_\_

Dates \_\_\_\_\_

Presenter: \_\_\_\_\_

## INSTRUCTIONS

To determine whether or not the workshop met your needs and our objectives, we would like for you to give us your honest opinion on the design, presentation, and value of this workshop. Please circle the number which best expresses your reaction to each of the items on the following list. Space is provided for your comments.

## EVALUATION CRITERIA

- |  |                 |   |   |   |        |   |       |                 |
|--|-----------------|---|---|---|--------|---|-------|-----------------|
| 1. The organization of the workshop was                            | Excellent       | 7 | 6 | 5 | 4      | 3 | 2     | Poor<br>1       |
| 2. The objectives of the workshop were:                            | Clearly Evident | 7 | 6 | 5 | 4      | 3 | 2     | Vague<br>1      |
| 3. The work of the presenters was:                                 | Excellent       | 7 | 6 | 5 | 4      | 3 | 2     | Poor<br>1       |
| 4. The schedule of the workshop was:                               | Excellent       | 7 | 6 | 5 | 4      | 3 | 2     | Poor<br>1       |
| 5. The scope (coverage) was:                                       | Very Adequate   | 7 | 6 | 5 | 4      | 3 | 2     | Inadequate<br>1 |
| 6. Information in the handouts were:                               | Very Beneficial | 7 | 6 | 5 | 4      | 3 | 2     | No Benefit<br>1 |
| 7. Overall, I consider this workshop:                              | Excellent       | 7 | 6 | 5 | 4      | 3 | 2     | Poor<br>1       |
| 8. Do you feel a need for additional information about this topic? |                 |   |   |   | 1. Yes |   | 2. No |                 |

The stronger features of the workshop were: \_\_\_\_\_

The weaker features were: \_\_\_\_\_

General Comments: \_\_\_\_\_









# TRANSPARENCIES



## OVERVIEW

### Communication

TRANSPARENCY #1

#### Competencies:

Each trainee will demonstrate knowledge, skills and implementation of receptive/expressive communication placement, program planning, and IEP development that result in each learner having multiple opportunities (20+) to communicate across at least three functional, routine activities.

#### Objectives:

Each trainee will:

1. Demonstrate knowledge of the different forms & functions of receptive and expressive communication skills through demonstrations and written activities.
2. Demonstrate skills in assessing the learner's current level of receptive and expressive communication skills (1 learner during training).
3. Demonstrate skills in determining the content of communication skills across domains and activities for teaching.
4. Demonstrate implementation of providing opportunities for communication during at least two (2) activities (during follow-up).

#### Session Schedule

Topic	Format	Materials	Time
1.0 Introduction	Lecture Pretest	VCR Overhead Microswitches	20 mins.
2.0 Identifying the Critical Variables	Lecture Demonstration	Objects (see materials list	20 mins.
3.0 Determining Recep- tive Communication Objectives	Lecture Activities	Appendix A).	60 mins.
4.0 Determining Expres- sive Communi- cation Objectives	Lecture Student Demonstration		180 mins.
5.0 Determining Content & Strategies for Teaching	Lecture Activity Plans		30 mins.
6.0 Evaluation	Posttest McCallon		20 mins.
Total Session			5 hrs., 30 mins.



SPEECH

A COMPLEX FINE MOTOR BEHAVIOR - DEPENDING ON:

1. ADEQUATE AIR FLOW FROM THE LUNGS
2. COORDINATED MOVEMENTS OF THE VOCAL CORDS
3. COORDINATION OF THE ORAL-MOTOR MOVEMENTS OF THE TONGUE AND LIPS WITHIN THE ORAL CAVITY.

LANGUAGE

A SYSTEM OF CULTURALLY DETERMINED SYMBOLS AND RULES FOR ORDERING THE SYMBOLS.

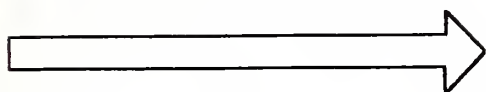
COMMUNICATION

AN INTERACTION BETWEEN TWO OR MORE PERSONS INVOLVING:

1. A MESSAGE
2. AN INTENTION ON THE PART OF THE SENDER TO "IMPACT" THE RECEIVER
3. NON-SYMBOLIC OR SYMBOLIC FORMS MAY BE USED.



RECEPTIVE COMMUNICATION

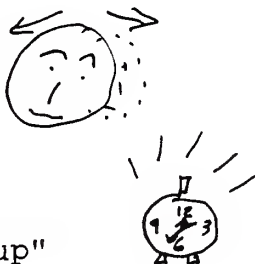


INPUT TO LEARNER

- o Verbal "No"



- o Gesture "No"



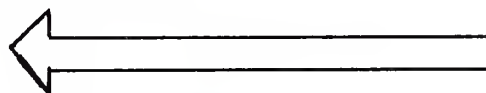
- o Auditory "Get up"



- o Visual "Stop"



EXPRESSIVE COMMUNICATION



OUTPUT FROM LEARNER

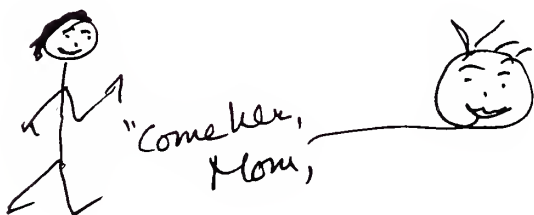
- o Touch "Hey"



- o Gesture "Yes"



- o Verbal







THREE (3) CRITICAL FEATURES OF COMMUNICATION:  
UNDERSTANDING WHAT IS INVOLVED IN THE DEVELOPMENT  
OF ANY COMMUNICATION PROGRAM.

1. FORM - A LEARNER NEEDS A "WAY TO COMMUNICATE".  
A SPECIFIC FORM OR BEHAVIOR IS USED, INTENTIONALLY,  
TO TRANSMIT A MESSAGE.
2. FUNCTION - A LEARNER NEEDS A "REASON OR INTENT  
TO COMMUNICATE." EACH TIME WE COMMUNICATE, WE  
HAVE A REASON OR A PURPOSE FOR DELIVERING OUR  
"MESSAGE."
3. CONTENT - A LEARNER NEEDS "SOMETHING TO COMMUNICATE  
ABOUT". THE CONTENT OF A MESSAGE WILL INCLUDE THE  
SPECIFIC OBJECTS, ACTIONS, EVENTS, AND LOCATIONS  
THAT ARE PART OF ONGOING ENVIRONMENTAL ACTIVITIES.  
OFTEN, IF LEARNERS WITH SEVERE HANDICAPS ARE NOT  
INVOLVED IN FUNCTIONAL, ROUTINE ACTIVITIES, THERE  
MAY BE VERY LITTLE TO COMMUNICATE ABOUT.



TRANSPARENCY #5

EARLY FUNCTIONS OF RECEPTIVE COMMUNICATION

- A. TO GET THE LEARNER TO ATTEND TO YOU OR AN OBJECT.  
(NOTICE)
- B. TO GET THE LEARNER TO STOP DOING AN UNDESIRABLE  
BEHAVIOR (YOUR PROTEST).
- C. TO CONVEY THAT YOU ARE GOING TO ACT ON THE LEARNER  
IN SOME WAY (INFORMATION).
- D. TO CONVEY WHERE HE/SHE IS BEING TAKEN (INFORMATION).
- E. TO CONVEY WHAT YOU INTEND FOR THE LEARNER TO DO  
(COMMAND/DIRECTIVE).
- F. TO COMMENT ON THE LEARNER'S ACTIONS, POSSESSIONS,  
AND ABOUT ONGOING ACTIVITIES. (SOCIAL COMMENT)
- G. TO CONVEY THAT AN ACTIVITY IS COMPLETED (TERMINATION).
- H. TO CONVEY WHAT ACTIVITIES ARE TO TAKE PLACE IN THE  
NEAR FUTURE (UNDERSTANDING THE ROUTINE ACTIVITIES  
OF THE DAY).



# Functions of Receptive Communication:

ACTIVITY #2  
Transparency #6

Directions: The trainer will read each of ten (10) "messages."  
After each example, place a check ( √ ) in the column  
that best describes the function or purpose of the  
messages.

## Examples

FUNCTIONS	1	2	3	4	5	6	7	8	9	10	Check + -
Model/repeat											
Protest/inhibit											
Attn./person/obj.											
Comment/reinforcer											
Comment/information											
Motor dir./command											
Question											
Communication dir.											
Answer											
Reply to response											
Joking											

% correct \_\_\_\_\_

If more than two (2) examples were incorrect, the trainer will  
provide more examples for practice.



TYPES OF RECEPTIVE COMMUNICATION FORMS

NATURAL ENVIRONMENTAL CUES

TOUCH OR TACTILE CUES

OBJECT CUES

GESTURE CUES

PICTURE CUES

MANUAL SIGN CUES

SPEECH





## TRANSPARENCY #8a

<u>DOMAIN</u>	<u>ACTIVITY</u>	<u>CUE</u>	<u>MEANING</u>
DOMESTIC/DAILY LIVING			
	EATING	SMALL CEREAL BOX MEAL TICKET TRAY AWAY	EAT BREAKFAST EAT LUNCH FINISHED
	MEAL PREPARATION	PICTURE COOKBOOK/ POTHOLDER SPONGE/DISHCLOTH	TIME TO PREPARE TIME TO CLEAN-UP
	SELF CARE	SMALL TOOTHPASTE/ COMB/MIRROR	TIME TO GO TO BATHROOM FOR SELF CARE
	LAUNDRY	DETERGENT CAP	TIME TO DO LAUNDRY
EDUCATIONAL			
	WORK	TIMECARD	TIME FOR WORK
	WORK (IN-SCHOOL)	SMALL TIN CAN SMASHED SMALL CAN	TIME TO PICK-UP TRASH
COMMUNITY			
		ID CARD	TIME TO GO INTO COMMUNITY
LEISURE/RECREATION			
	CARD GAME	CARD	TIME TO PLAY CARDS



FORMS OF FUNCTIONAL OBJECT CUES FOR INFANTS/YOUNG  
CHILDREN

MEANING

EAT  
DRINK  
CHANGE  
GO  
FINISHED  
BED/SLEEP  
  
DOWN ON MAT  
GOING TO PLAY AREA  
BATH  
DRESS  
OUTSIDE  
MUSIC  
BUBBLES  
AIR ON FACE  
SWING

OBJECT (FORM)

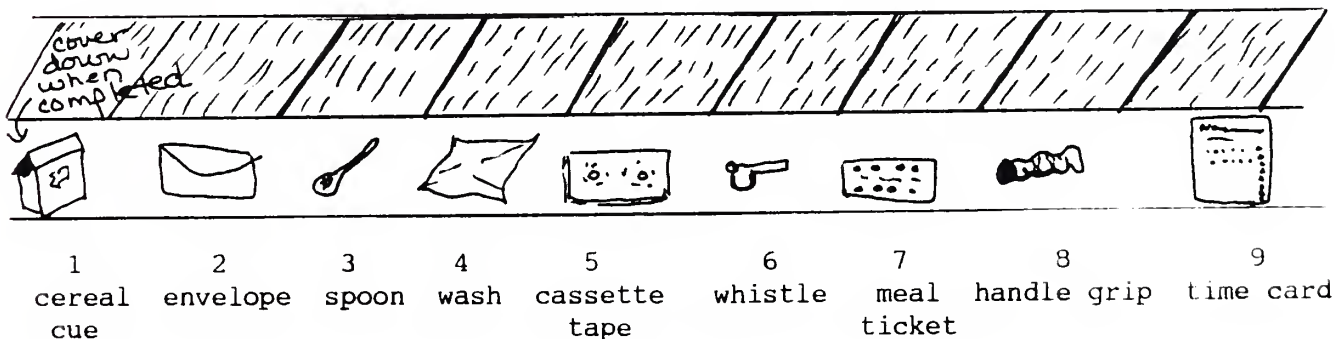
SPOON  
BOTTLE  
PANTS OR DIAPER  
WALKER  
TUB TO PUT OBJECTS IN  
BLANKET, SMALL PILLOW  
OR BED TOY  
PIECE OF THE MAT/CARPET  
A SPECIFIC TOY  
WASHCLOTH OR SPONGE  
SMALL SHOE  
TURF OR SMALL BRICK  
TAPE  
BUBBLE WAND  
BALLOON  
PIECE OF CHAIN  
OR RUBBER



- As the learner begins to understand the meaning of the object cues when the object is given to him/her, a time management/calendar system may be developed so that the learner begins to get the objects himself in order to function more independently without your directives. In order to develop a time management calendar system for a learner, the teacher must consider four variables.
  - a. At lease 4-5 routine activities must be occurring daily,
  - b. An object that "stands for" each activity must be selected,
  - c. The objects must be sequenced in an order,
  - d. The learner must have a way of knowing when an activity is completed and when the next activity is to begin (as in closing the cover on the slot in which the object is kept).

Example:

<u>Activity</u>	<u>Object Cue</u>	<u>Sequences</u>	<u>Completed</u>
Breakfast	small cereal box	1	Cover down
Attendance to office	envelope	2	"
Cafeteria (job)	spoon	3	"
Sort laundry	washcloth	4	"
Leisure (tape)	small tape	5	"
Gym	whistle	6	"
Lunch	meal ticket	7	"
Leisure (exercycle)	grip	8	"
Work	timecard	9	



The learner would take the small cereal box and go to the cafeteria for breakfast. When he returns to the classroom after breakfast, he puts the cereal box back in the first slot and closes the slot. He then takes his envelope and gives it to the teacher to put the day's attendance form in and takes it to the school office.



# Forms of Receptive Communication

ACTIVITY #3  
TRANSPARENCY #9

## Directions:

You will observe a role play situation. The trainer will present a form of a receptive cue (one at a time). You will decide if the cue was a gesture cue, a touch cue, etc. Each trainee is to mark the cue presented under each column. If two forms are used, check more than one box. An activity criterion of 80% should be reached.

	Environmental	Touch	Object	Gesture	Sign	Speech	Check + or -
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							

% Correct \_\_\_\_\_

If more than two (2) examples are incorrect, the trainer will provide additional forms for you to observe.





ACTIVITY #4  
TRANSPARENCY #10

RECEPTIVE COMMUNICATION ASSESSMENT

TRANSPARENCY #10

RECEPTIVE COMMUNICATION ASSESSMENT

Domain	Activity	Content	FORMS								FUNCTION							
			Speech	Signs	Pictures	Gestures	Collect	Touch	Environment	Action	Inhibits/Starts	Follows Request for Communication	Responds to a Yes/No Question	Responds to a Comment	Information	Social Comment	Question	
Daily Living/ Domestic																		
Community																		
Recreation/ Leisure																		
Vocational																		

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Directions: Select at least one activity within 2-3 domains. Have the learner participate in the activity. Allow the learner to be as independent as possible. If you need to give a message to the learner, first use only verbal cues, next use sign or gesture, if there is no response 0; then use an object or touch cue. Score correct responses as X and incorrect responses as o. Check ✓ the functions of your communication.



O: INTENTIONAL BEHAVIOR

I: EARLY COMMUNICATION

II: CONVENTIONAL COMMUNICATION

III: EMERGING SYMBOLIC COMMUNICATION

IV: EARLY LANGUAGE



Levels/Features	Forms	Examples
<b>Intentional Behavior</b>		
Behaviors are purposeful but are not used for intentional communication. These behaviors may be interpreted by others as being communicative. They are necessary to move to the level of communication. These behaviors represent cause-effect skills, in which the learner learns that he/she can act on the environment to cause an effect.	<ol style="list-style-type: none"> <li>1. General body movements</li> <li>2. Specific body movements</li> <li>3. Vocalizations</li> <li>4. Adaptations with switches</li> </ol>	<p>Leans head forward Moves body for more</p> <p>Reaches to grasp Throws an object</p> <p>Exhibits an abusive behavior Press switch for music Leaf switch for fan Mercury for blender</p>
The teacher arranges the environment and is responsive to purposeful behaviors so that the learner learns that he/she can impact the environment and anticipates that he/she are active in making something occur. In this manner the learner advances to the next level so that he/she not only purposefully acts, but that he learns to act on other people to get things done or to affect his environment if he can't do it by himself.		
<b>Level I. Early Communication</b>		
These behaviors are simple (non-symbolic) forms that are directed towards another person for the intent of causing that person to act. The learner must look at the person or orient to that person. These early forms of behaviors are either directed to the person or the object, but not to both. If the learner is not successful in getting his message across, he may give up or resort to inappropriate behaviors.	<ol style="list-style-type: none"> <li>*1. Vocalization (auditory signal)</li> <li>2. Eye gaze</li> <li>3. Body movement</li> <li>4. Touch person</li> <li>5. Touch object (object or 2 held)</li> <li>6. Touches 2 objects not held</li> <li>7. Adaptations</li> </ol>	<p>Leans back for backrub Kicks legs for rock Moves head for more food</p> <p>Touch hand to get milk Touch arm for attention</p> <p>Reaches for or touches cup or toy Touches tape recorder when it stops</p> <p>Touches spoon, not cup</p> <p>Learners with little voluntary movement may need a switch device</p>
The learner gradually becomes more purposeful in using these behaviors and in anticipating that he/she can affect another person. Therefore, it is critical that the learner is responded to consistently. Some learners may exhibit very subtle behaviors if they have little voluntary control over their movements.		



Levels/Features	Forms	Examples
<b>Level II. Conventional Communication</b>		
<p>The behaviors at this level are still not symbolic, but they are behaviors that are used by most persons in conjunction with speech. At this level the learner begins to coordinate the use of objects and people. Throughout this level the objects and the person become more distanced. The learner should be encouraged to pair these behaviors, such as pointing and vocalizing.</p>	1. Touch person & object (or move person's arm to object)	
	2. Extend real objects	Cup for more milk Tape to turn on Money for coke
	3. Use of 3 simple gestures	Up Mine No
	4. Point to near object	
	5. Adapted 2-choice communication device	
	6. Yes/no	Head motion

At this point the learner is still communicating about the here and now, using concrete forms. Learners with higher cognitive skills may not have trouble advancing to signs, words, or other abstract symbols. However, many learners will need to go through a transition process in which the forms gradually become more abstract. For these learners it is necessary to go through the next level of teaching more abstract symbols.

### Level III. Emerging Symbol Communication Systems

<p>At this level, the forms used to communicate are changed so that they gradually become more abstract. A learner who does not have the fine motor control to point, may extend the objects. Also, some learners may use a combination of motor responses, pointing, gestures, vocalizations. The teacher is continuously expanding the learner's vocabulary so that the learner can communicate about more things in the environment.</p>	1. Extend/point to miniature objects	
	2. Extend/point to object parts that are part of the whole	
	3. Extend/point to pictures/line drawings	
	4. Use more complex gestures	

At Level III, the learner needs to demonstrate that if he/she uses an object representation, they can then select the real object; they have to demonstrate that they understand the 1:1 correspondence between a representation and the real object (referent). At this level the learner should have a vocabulary of at least 25 objects, activities or meanings that they can express across a variety of routine activities.

### Level IV. Early Language

<p>At this level the learner is able to use at least 2 symbols that represent or stand for specific objects. These language forms may be speech words, signs or abstract symbols</p>	1. a. Close word approximations b. True signs c. Written words or abstract symbols	
	2. Use of two words for 2 different functions	
	3. Use of two words for objects that are not immediately visible or present	





ACTIVITY #5  
TRANSPARENCY #12

The trainer will demonstrate ten specific forms of communication. Record a check under the specific form being demonstrated for each trial. You may request the trainee to repeat the example if it was unclear. All trainees will record, individually, what form was communicated by checking the correct column below:

[illegible]



TYPES OF COMMUNICATION FUNCTIONS

EARLY FUNCTIONS:

- O CALLING OR ACCESSING PEOPLE
- O PROTESTING
- O REQUESTING CONTINUATION OF AN ACTIVITY  
ONCE IT IS STARTED AND THEN DISCONTINUED
- O REQUESTING FROM A CHOICE OF TWO OBJECTS OR  
ACTIVITIES

LATER DEVELOPING FUNCTIONS:

- O SOCIAL GREETING
- O OFFERING OR TRANSFERRING OBJECTS
- O REPEATING
- O ANSWERING QUESTIONS
- O NAMING OR LABELING
- O COMMENTING
- O REPLYING
- O REQUESTING INFORMATION
- O ADDITIONAL (JOKING, LYING, CONVINCING, ETC.)



## Forms & Functions of Expressive Communication

ACTIVITY # 6  
TRANSPARENCY # 14

## Activity #6

This activity will be demonstrated similarly to the previous one. Only, this time, the trainer will demonstrate a form and a clear function. Observe and record both the form and function of each communicative behavior in the column below.

Questions??

[illegible]



ACTIVITY #7  
TRANSPARENCY #15

EXPRESSIVE COMMUNICATION ASSESSMENT			FORMS															FUNCTION					
Domain	Activity	Content	Adaptive Switch	Reach to Grasp	Eye Gaze	Body Movement	Vocalization	Touch Person	Touch Object	Touch Person & Object	Simple Gestures	Point	Adaptive System	Yes - No	Complex Gestures	Pictures or Line drawing	1 word signs or speech	2 word signs or speech	Access People	Request Continuation	Request Choice	Repeat	Offer
Daily Living/ Domestic																							
Community																							
Recreation/ Leisure																							
Vocational																							

K. Stremel-Campbell & B. Wilson

Directions: Select at least 1 activity within 2-3 domains. Have the learner participate in the activity. Provide choices to determine what the learner communicates about and how he communicates. Provide at least two (2) opportunities for the learner to communicate. Write down the words that the Learner does or could communicate about under content. Score X for the communication forms observed and o for the forms not observed. Check the functions that were communicated by the learner.





ACTIVITY #8  
TRANSPARENCY #16

EXPRESSIVE COMMUNICATION ASSESSMENT

EXPRESSIVE COMMUNICATION ASSESSMENT																									
Domain	Activity	Content	FORMS															FUNCTION							
			Adaptive Switch	Reach to Grasp	Eye Gaze	Body Movement	Vocalization	Touch Person	Touch Object	Extend Person & Object	Simple Gestures	Point	Adaptive System	Yes - No	Complex Gestures	Miniature Objects	Pictures or line drawing	1 word signs or speech	2 word signs or speech	Access People	Protest	Request Continuation	Request Choice	Repeat	Offer
Daily Living/ Domestic																									
Community																									
Recreation/ Leisure																									
Vocational																									

K. Stremel-Campbell & B. Wilson

Directions: Select at least 1 activity within 2-3 domains. Have the learner participate in the activity. Provide choices to determine what the learner communicates about and how he communicates. Provide at least two (2) opportunities for the learner to communicate. Write down the words that the Learner does or could communicate about under content. Score X for the communication forms observed and o for the forms not observed. Check the functions that were communicated by the learner.



## Communication Planning Across Domains

ACTIVITY 9a & b  
TRANSPARENCY 17a

Directions - From the completed receptive and expressive communication profiles, write down the forms that the learner uses and those that are to be taught (on left side of page)!

Select an activity that can provide a rich content for the individual learner and write the selected activity under each domain (see Activity 9a sheet).

Next, list both receptive and expressive forms (and functions) that could be targeted in the 3 phases of an activity.

Write the number of the form being targeted (Selects choice - 2 - by touching object).

Finally, circle those forms/functions that occur across two or more activities. Write P if the interaction involves a peer. (Peers may also include those without handicaps).

Example:

Going to convenience store (2 yr.-old student deaf-blind)		
Form targeted	Receptive	Expressive
<u>Receptive</u>		
1. touch cue	o Gets wallet (4)	
2. object cue	o Attention cue (1)	
3. hand-in-hand singing	"go"	
4. object sequence	o Step down (1)	
	o Stop (1)	
	o Go (1)	
	o Open (1)	
<u>Expressive</u>		
1. I call person		
2. Touch object/Choice	o Choice (2) drink	Selects choice (2)
3. Give-transfer	o Choice eat (2)	Selects choice (2)
4. Request more	o Get me coke (1/3)	Offer/trans (3)
5. Protest	o Give me (1)	Gives (3)
	o Open (1/2)	
	o Stop (1)	
	o Step (1)	
	o Put away (4)	
	o Throw away (2/3)	
	o New activity (4)	



DomainActivity**Daily Living/Domestic**

Personal Care - brushing teeth  
washing, showering, bathing  
applying deodorant  
applying make-up (if appropriate)  
washing hair, styling hair  
dressing - choosing clothing putting on  
clothing

Meals Prep. - making breakfast, lunch, dinner  
planning meal  
setting table  
purchasing ingredients for meal  
table manners  
social interaction (dinner table)

Clothing care - washing laundry  
sorting laundry  
folding laundry  
hanging clothes on hangers  
putting laundry away when clean

House care - making bed  
cleaning kitchen - sink  
dishes  
floor  
stove  
vacuuming refrigerator  
dusting  
washing windows/mirrors  
cleaning bathtub  
cleaning table  
cleaning sink (bathroom)

**Vocational**

Janitorial - cleaning/emphasizing ashtrays  
emphasizing garbage  
cleaning bathroom  
vacuuming  
cleaning break room  
washing windows

Secretarial - filing  
sorting mail  
putting away supplies  
making copies with copy machine  
stapling papers  
folding/addressing correspondences



Assembly - bagging by size, shape, color,  
number  
sorting  
quality control  
locating parts  
asking for help

### Recreation/leisure

Playing game requiring at least 2 people (table game)  
working a jig-saw puzzle  
latch - hooking rug, pillow  
needle work - cross stitch,  
needle point  
sports such as volley ball,  
soft ball  
movies - choosing movie, purchasing  
tickets,  
getting snack, locating seat  
bowling - money, shoes, lanes,  
keeping score etc.

### Community

Post office - buying stamps  
mailing letters  
mailing packages

bank - making deposits  
withdrawing money  
getting change  
cashing check

restaurant - choosing restaurant  
choosing from menu  
ordering meal  
eating meal  
paying for meal

shopping - clothing  
locate store based on needs  
find items needed  
locate size  
determine price  
try on items (if necessary)  
locate cashier  
pay for items

(Margaret Denney, 1988)





Learner's Name

Date \_\_\_\_\_

## Domains

Activity  
(specify)

Phase

## Receptive Communication Forms Understood:

1.      2.      3.

**Forms to be Taught:**  
**(expanded)**

1. 2.

**Expressive Communication  
Forms Used:**

1.      2.      3.      4.      5.

**Forms to be Taught:**

1. 2

## Preparation

## Activity Participation

Termination  
Transition

[illegible]



TRAINEE WORKBOOK







An Inservice Training Program in Curriculum Development

# **Providing Services for Learners with Severe Handicaps**

A Workbook for Developing:  
**Communication**

Mississippi-University Affiliated Program  
for Persons with Developmental Disabilities  
University of Southern Mississippi  
Southern Station Box 5163  
Hattiesburg, MS 39406-5163





## OVERVIEW

### Communication

#### Competencies:

Each trainee will demonstrate knowledge, skills and implementation of receptive/expressive communication placement, program planning, and IEP development that result in each learner having multiple opportunities (20+) to communicate across at least three functional, routine activities.

#### Objectives:

Each trainee will:

1. Demonstrate knowledge of the different forms & functions of receptive and expressive communication skills through demonstrations and written activities.
2. Demonstrate skills in assessing the learner's current level of receptive and expressive communication skills (1 learner during training).
3. Demonstrate skills in determining the content of communication skills across domains and activities for teaching.
4. Demonstrate implementation of providing opportunities for communication during at least two (2) activities (during follow-up).

#### Session Schedule

Topic	Format	Materials	Time
1.0 Introduction	Lecture Pretest	VCR Overhead Microswitches	20 mins.
2.0 Identifying the Critical Variables	Lecture Demonstration	Objects (see materials list	20 mins.
3.0 Determining Receptive Communication Objectives	Lecture Activities	Appendix A).	60 mins.
4.0 Determining Expressive Communication Objectives	Lecture Student Demonstration		180 mins.
5.0 Determining Content & Strategies for Teaching	Lecture Activity Plans		30 mins.
6.0 Evaluation	Posttest McCallon		20 mins.
Total Session			5 hrs., 30 mins.

#### 1.0 PRETEST

-----  
**ACTIVITY #1: Pretest - turn to the following page for the Pretest**  
-----



Purpose: The pretest and posttest are given to determine the knowledge that the trainee gained as a result of the training.

1. Steve extends his cup to get "more juice" at breakfast.  
What is the form \_\_\_\_\_  
function \_\_\_\_\_  
content \_\_\_\_\_ of his behavior?
2. List four forms of non-symbolic communication other than eye gaze and vocalizations.
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
  - c. \_\_\_\_\_
  - d. \_\_\_\_\_
3. List four of the earliest communication functions (intents/reasons) that are used by learners with handicaps.
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
  - c. \_\_\_\_\_
  - d. \_\_\_\_\_
4. Karen is vision and hearing impaired. She currently responds when Mom unfastens her wheelchair and places her on the changing table (Environmental cue). What higher level receptive (input) cues might Mom use next?
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
5. Robin demonstrates that she can activate an adaptive switch to turn on music. A question to ask initially would be: \_\_\_\_\_
  - a. Is she ready for speech?
  - b. Is the behavior intentional?
  - c. Does she have the motor skills necessary to learn signs?
  - d. For what communication function does she use this switch?



6. In the following situations, identify the child's receptive and expressive communication forms.

- |   | <u>Receptive</u>   | <u>Expressive</u>   |
|---|--|---|
| A. Ron has a severely profound hearing impairment; when his teacher holds up two pictures (of a cup and some cookies) and asks Ron, "Which one do you want?" Ron looks at the picture of the cookies.                                 | A. Pictures<br>B. Object<br>C. Speech<br>D. Environmental<br>E. Signs<br>F. Touch<br>G. Gestures | A. Body movement<br>B. Adaptation<br>C. Sign<br>D. Eye gaze<br>E. Point<br>F. Vocalization<br>G. Simple gestures<br>H. Speech<br>I. Objects<br>J. Extend real objects<br>K. Touch person/object |
| Receptive_____ Expressive_____  |  |   |
| B. Dad asks Sam, "Do you want to go outside?" Sam shakes his head yes.  |  |   |
| Receptive_____ Expressive_____  |  |   |
| C. Using a 3-choice box containing a small container of popcorn, a piece of chain, and a washcloth, Suzie asks, "What do you want to do?" Johnny presses the switch corresponding to the piece of chain indicating he wants to swing. |  |   |
| Receptive_____ Expressive_____  |  |   |
| D. Mom takes Sue into the bathroom and turns the water on in the tub. Sue leans forward toward the tub.   |  |   |
| Receptive_____ Expressive_____  |  |   |
7. Match the following examples of a child's behavior to the next highest communication program appropriate.

Johnny has a vision and physical impairments. He understands that when his teacher says "more" she is asking him if he wants to continue an activity. He also understands that when his teacher says "good" she is complementing him. He also understands "stop" and "finish."

Johnny can communicate by extending 50 different objects to request more, make choices, and protest.

For the expressive form of communication, you would program for:\_\_\_\_\_

- |   |                        |
|---|------------------------|
| a) eye gaze                                 | c) signs               |
| b) pictures/line drawings/miniature objects | d) touch object/person |



As you begin to teach the new expressive form, the decision regarding what to program as the function of communication would be:

- A) Teach new forms and add new functions (asking questions, giving information) at the same time.
- B) Teach at least 200 more words before teaching new functions.
- C) Assess for generalization of the new form across the old functions first.
- D) Teach only the new forms with the earliest functions of protest and requesting more.

For the receptive form, you would program for: \_\_\_\_\_

- |                                  |                           |
|----------------------------------|---------------------------|
| a) additional environmental cues | c) additional touch cues  |
| b) additional gesture cues       | d) additional speech cues |





The pretest (Activity 1) is on the previous page. Remove it from your workbook. The pretest is given to determine your knowledge prior to the training session. A posttest will be given to you at the end of the session. You will be given 10 minutes to complete the pretest.

Each transparency to be shown by the trainer is provided in this space for ease in following the workbook and the lecture format.

## 2.0 IDENTIFYING THE CRITICAL VARIABLES OF COMMUNICATION

### 2.1 The Difference Between Communication, Language, and Speech: Understanding the process of when to teach what

#### Speech:

Speech is a complex motor behavior. The learner must have adequate breath control and fine motor skills in order to have intelligible speech. Three functions are necessary for this to occur:

First -Adequate and controlled breathing is necessary to get the air stream to the vocal cords,

Second -Coordinated vocal cord functioning is necessary for the air stream to reach the oral cavity with a pressure adequate for speech,

Third -Smooth, rapid and coordinated movement of the muscles are necessary to function so that the tongue moves in many ways and can make sufficient contact with the articulators of the mouth (lips, teeth, throat, velar ridges) in order to produce vowels and consonant sounds and assimilate sounds into words.

#### Language:

Language is a system of culturally determined symbols that represent objects, actions, locations, concepts and expressions. In order to have a language system, the person also needs to use rules for ordering the symbols into meaningful units that can be understood by others who share their language system. The following are examples of how language systems may have different orders:

TRANSPARENCY #2

#### SPEECH

A COMPLEX FINE MOTOR BEHAVIOR - DEPENDING ON:

1. ADEQUATE AIR FLOW FROM THE LUNGS
2. COORDINATED MOVEMENTS OF THE VOCAL CORDS
3. COORDINATION OF THE ORAL-MOTOR MOVEMENTS OF THE TONGUE AND LIPS WITHIN THE ORAL CAVITY.

#### LANGUAGE

A SYSTEM OF CULTURALLY DETERMINED SYMBOLS AND RULES FOR ORDERING THE SYMBOLS.

#### COMMUNICATION

AN INTERACTION BETWEEN TWO OR MORE PERSONS INVOLVING:

1. A MESSAGE
2. AN INTENTION ON THE PART OF THE SENDER TO "IMPACT" THE RECEIVER
3. NON-SYMBOLIC OR SYMBOLIC FORMS MAY BE USED.



English - get the big ball  
 American Sign Language - get ball big  
 Japanese - big ball get

In order to use language the learner must understand that a specific symbol refers or "stands for" a specific object, action, location, concept or emotion. Learners with severe handicaps may not understand this relationship. Language may be transmitted through speech, manual signs, written words, or abstract symbols.

### Communication:

Communication is an exchange of a message or information between at least two people. Communication may be conveyed through either non-symbolic or symbolic behaviors. There must be an intent on the part of the "communicator" to impact the "receiver" in some way.

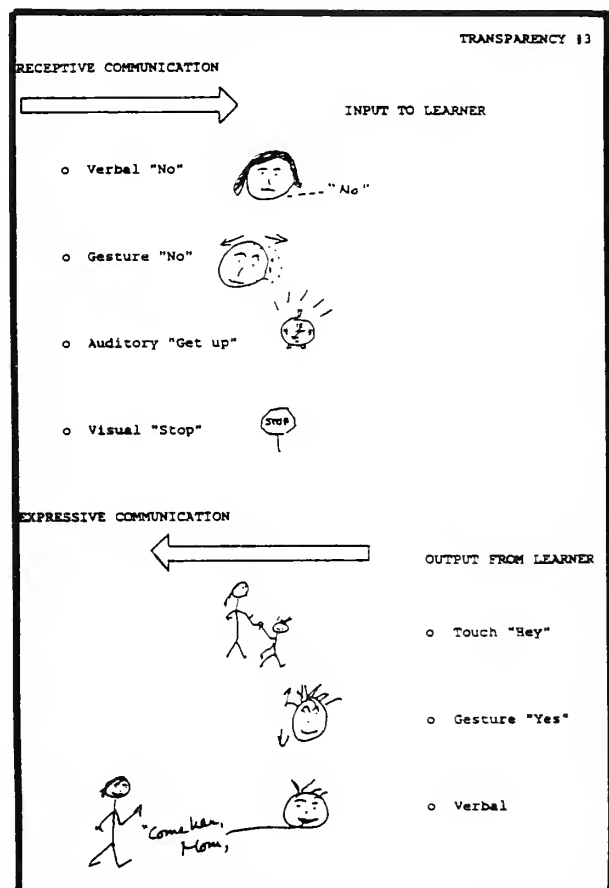
### 2.2 The Differences Between Receptive & Expressive Communication: Understanding and Transmitting Messages in a Reciprocal Exchange

#### o Receptive Communication:

Receptive communication is an "input" system in which the learner understands or comprehends the message or intent of the person who is addressing them. A message may be transmitted through facial gestures, hand gestures, speech, manual signs, symbols, or a written word. Receptive communication may, therefore, be either non-symbolic or symbolic. Often, only verbal language is taught to learners with severe handicaps in forms of directives without the learner understanding the auditory form of speech and language.

Examples of "input" forms - you say to the learner:

"Come here"  
 "Stop"  
 Gesture "no"





o Expressive Communication:

Expressive communication is an "output" system in which the learner transmits a message to someone in order to get them to act, feel, inhibit an action, to change their opinion, or to influence the way that person thinks.

Examples of "output" forms - The learner communicates to you:

Gesture "no"  
 "Want cookie"  
     point  
 Signs "more"  
 "Taps" teacher for  
     attention

2.3 Understanding What is Involved in the Development of Any Communication Program

- o Form - First, a learner needs a "way to communicate." A specific form or behavior is used, intentionally, to transmit a message.
- o Function - Second, a learner needs a "reason or intent to communicate." Each time we communicate, we have a reason or a purpose for delivering our message.
- o Content - Third, a learner needs "something to communicate about." The content of a message will include the specific objects, actions, events, and locations that are part of ongoing environmental activities. If learners with severe handicaps are not involved in functional, routine activities, there may be very little to communicate about.

3.0 **DETERMINING RECEPTIVE COMMUNICATION OBJECTIVES**

3.1 Early Functions of Receptive Communication

The learner's understanding of your message or what you intend for him to do is critical for teaching any skill. However, the learner must be able to respond to more than just directives.

TRANSPARENCY #4

THREE (3) CRITICAL FEATURES OF COMMUNICATION:  
 UNDERSTANDING WHAT IS INVOLVED IN THE DEVELOPMENT  
 OF ANY COMMUNICATION PROGRAM.

1. FORM - A LEARNER NEEDS A "WAY TO COMMUNICATE". A SPECIFIC FORM OR BEHAVIOR IS USED, INTENTIONALLY, TO TRANSMIT A MESSAGE.
2. FUNCTION - A LEARNER NEEDS A "REASON OR INTENT TO COMMUNICATE." EACH TIME WE COMMUNICATE, WE HAVE A REASON OR A PURPOSE FOR DELIVERING OUR "MESSAGE."
3. CONTENT - A LEARNER NEEDS "SOMETHING TO COMMUNICATE ABOUT". THE CONTENT OF A MESSAGE WILL INCLUDE THE SPECIFIC OBJECTS, ACTIONS, EVENTS, AND LOCATIONS THAT ARE PART OF ONGOING ENVIRONMENTAL ACTIVITIES. OFTEN, IF LEARNERS WITH SEVERE HANDICAPS ARE NOT INVOLVED IN FUNCTIONAL, ROUTINE ACTIVITIES, THERE MAY BE VERY LITTLE TO COMMUNICATE ABOUT.

TRANSPARENCY #5

EARLY FUNCTIONS OF RECEPTIVE COMMUNICATION

- A. TO GET THE LEARNER TO ATTEND TO YOU OR AN OBJECT. (NOTICE)
- B. TO GET THE LEARNER TO STOP DOING AN UNDESIRABLE BEHAVIOR (YOUR PROTEST).
- C. TO CONVEY THAT YOU ARE GOING TO ACT ON THE LEARNER IN SOME WAY (INFORMATION).
- D. TO CONVEY WHERE HE/SHE IS BEING TAKEN (INFORMATION).
- E. TO CONVEY WHAT YOU INTEND FOR THE LEARNER TO DO (COMMAND/DIRECTIVE).
- F. TO COMMENT ON THE LEARNER'S ACTIONS, POSSESSIONS, AND ABOUT ONGOING ACTIVITIES. (SOCIAL COMMENT)
- G. TO CONVEY THAT AN ACTIVITY IS COMPLETED (TERMINATION).
- H. TO CONVEY WHAT ACTIVITIES ARE TO TAKE PLACE IN THE NEAR FUTURE (UNDERSTANDING THE ROUTINE ACTIVITIES OF THE DAY).



**Functions of Receptive Communication:**

ACTIVITY #2

Transparency #6

Directions: The trainer will read each of ten (10) "messages."  
 After each example, place a check ( / ) in the column  
 that best describes the function or purpose of the  
 messages.

## Examples

FUNCTIONS	1	2	3	4	5	6	7	8	9	10	Check + -
Model/repeat											
Protest/inhibit											
Attn./person/obj.											
Comment/reinforcer											
Comment/information											
Motor dir./command											
Question											
Communication dir.											
Answer											
Reply to response											
Joking											

% correct \_\_\_\_\_

If more than two (2) examples were incorrect, the trainer will  
 provide more examples for practice.





There are other functions or reasons for the learner to respond to you. A number of the functions are listed below:

- o To get the learner to imitate you
- o To get the learner to stop doing an undesirable behavior (inhibit)
- o To convey that you are going to act on the learner in some way (information).
- o To convey that he/she is being taken somewhere (information).
- o To convey what you intend for the learner to do (directive).
- o To convey that an activity is completed (termination).
- o to convey what activities are to take place in the near future (understanding the routine activities of the day).

-----

**Activity #2: Functions of Receptive Communications -**  
**Turn to the previous page for Activity 2**

-----

### 3.2 Forms of Receptive Communication

Many learners with severe handicaps may have a limited understanding of speech. Whereas they may hear, there may be some auditory discrimination problems. Persons respond to many cues or signals in the environment. The following modes and examples of forms of receptive communication are some ways that messages can be expressed without extensive use of full physical assistance:

#### o Environmental cues or signals

- Non-speech signals, such as the fire alarm, a door closing,
- Visual cues, as handing the learner his coat,
- Tactile cues, as the spoon touching his lips, or the belt being unfastened before the learner is removed from his wheelchair,
- The chain of events that occur in routine activities.

TRANSPARENCY #7
<u>TYPES OF RECEPTIVE COMMUNICATION FORMS</u>
NATURAL ENVIRONMENTAL CUES
TOUCH OR TACTILE CUES
OBJECT CUES
GESTURE CUES
PICTURE CUES
MANUAL SIGN CUES
SPEECH



o Tactile or touch cues

- Touch cues are minimal physical prompt cues that are given to provide specific information to the learner (sit down, give it to me),
- It is important that each person interacting with the learner is consistent in the way the touch cues are delivered so they begin to be meaningful to the learner.
- The following tactile or touch cues are provided as examples of different forms the cues may take to convey different meanings to the learner. Initially, only three or four cues may be used. When the learner responds to those cues, more may be added:

## Examples of Tactile/Touch Cues

Meaning	Form
a. Your identification (object)	specific to the individual
b. "Hi" - approach cue	lightly rub his hand or shoulder
c. "Bye" - termination cue	lightly rub or tap lower shoulder
d. "Out/Down" -change in placement	lightly pull on arms
e. "Eat" -cue (object)	touch bottom lip twice
f. "Change" or "Bathroom" - cue	gently tug at waistband
g. "Up"	gently tug on hand and arm
h. "No"	tap firmly twice on outer wrist
i. "Name" or possession cue	touch chest
j. "Want more?" cue	"M" fingers stroke from knuckles to fingertips
k. "Give me"	"M" fingers stroke inside of his fingertips
l. "Take it"	tap twice (with one finger) at mid hand
m. "Let go"	shake his wrist with thumb and forefinger
n. "Look for"	put your hand over his flat outer hand and move from side to side
o. "Go"	gently guide elbow
p. "Stop"	take both hands and firmly put them down
q. "Finished" (object)	gently guide student's hand to push away the object (at forefinger)
r. "Sit"	gently push twice at shoulder
s. "Stand"	gently stroke upward on both arms
t. "Drink" (object)	touch bottom lip and gently push up
u. "Bed/sleep" (object)	gently stroke both eye lids
v. "Bath"	gently rub between the breast bone
w. "Clothes on"	with your fist, stroke or tap location of clothes on body
x. "Put in"	guide his hand downward with one finger
y. "Take out"	guide his hand upward (from palm) with one finger
z. "Close"	assist student to turn his hand downward using one finger at his wrist



o Functional Object Cues

- Object cues have the advantage of being stationary and tangible, whereas speech or sign cues are not,
- Object cues are especially useful when time will lapse between the time the "message" is given (go to the gym) and the time it takes the learner to complete the behavior since memory spans for learners with severe handicaps may be quite short.
- Initially real objects that are part of routine activities will be used as cues. Later, objects that represent an activity may be used.
- The following object cues are presented as examples that may be used:

Object Cues and Meaning Across Domains/Activities for  
Older Learners

**Daily Living/Domestic**

## Eating -

- Small cereal box - eat breakfast
- Meal ticket - eat lunch
- Tray away - finished

## Meal Preparation -

- Picture book/potholder - time to prepare
- Sponge/dishcloth - time to clean up

## Self Care -

- Small toothpaste/comb/mirror - go to bathroom for self care

## Laundry -

- Detergent cap - time to do laundry

**Vocational**

- Work - timecard - time for work

## In School -

- Small tin can - time to pick up trash
- smashed small can - time to mash cans
- stick-ems - time to xerox

**Community**

- I.D. card - time to go into community; plastic glove - uses to package silverware; small book - go to church to straighten up hymnals; vending machines - money card; grocery store - list with pictures or magnetboard with beans, ketchup, eggs.



**Leisure/Recreation**

Group card game -

Card - time to play cards

P.E. -

Whistle - time to go to P.E.

Exercise Bike -

Handle grip - time to ride the exercise bike

Music -

Small audiotape - time for listening to tapes

Make Snack -

Popcorn cue - time to pop pop corn





Forms of Functional Object Cues for Infants/Young Children

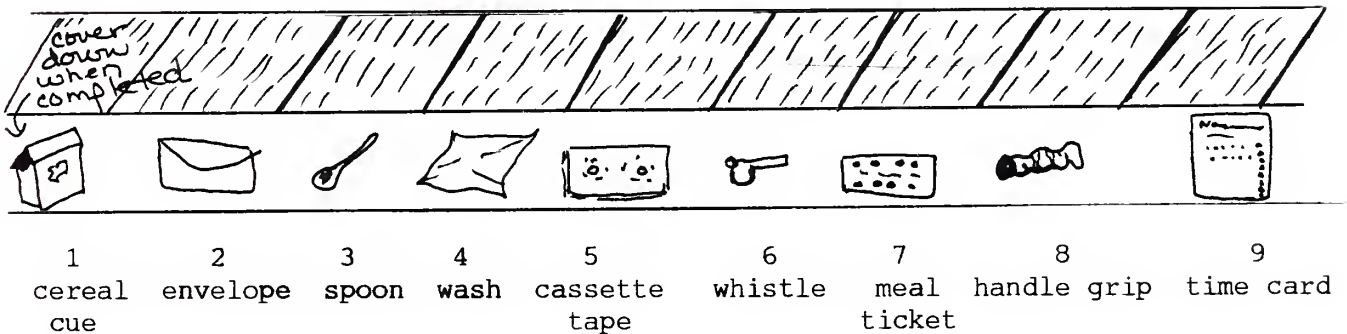
Meaning	Object (form)
a. Person identification	individual (ring/hair)
b. Eat	spoon
c. Drink	bottle/small cup
d. Change	pants or diaper (young)
e. Go	walker
f. Finished	tub to put objects in
g. Bed/sleep	blanket, small pillow or bed toy
h. Down on mat	piece of the mat/carpet
i. Going to play area	a specific toy
j. Bath	washcloth or sponge
k. Dress	small shoe
l. Outside	turf or small brick piece
m. Music	tape
n. Bubbles	bubble wand
o. Air on face	balloon
p. Swing	piece of chain or rubber
q. Drink	cup
r. Vibration pad	piece of plastic
s. Yogurt	yogurt container
t. Cracker	plastic container
u. Snack	small tupperware
v. Drive in car	keys
w. Swimming	suit/cap
x. Music location	small instrument/bells
y. Shopping/breaktime	money
z. Locations (gym) (specific to child's age and environment)	whistle



- As the learner begins to understand the meaning of the object cues when the object is given to him/her, a time management/calendar system may be developed so that the learner begins to get the objects himself in order to function more independently without your directives. In order to develop a time management calendar system for a learner, the teacher must consider four variables.
  - a. At least 4-5 routine activities must be occurring daily,
  - b. An object that "stands for" each activity must be selected,
  - c. The objects must be sequenced in an order,
  - d. The learner must have a way of knowing when an activity is completed and when the next activity is to begin (as in closing the cover on the slot in which the object is kept).

Example:

<u>Activity</u>	<u>Object Cue</u>	<u>Sequences</u>	<u>Completed</u>
Breakfast	small cereal box	1	Cover down
Attendance to office	envelope	2	"
Cafeteria (job)	spoon	3	"
Sort laundry	washcloth	4	"
Leisure (tape)	small tape	5	"
Gym	whistle	6	"
Lunch	meal ticket	7	"
Leisure (exercycle)	grip	8	"
Work	timecard	9	



The learner would take the small cereal box and go to the cafeteria for breakfast. When he returns to the classroom after breakfast, he puts the cereal box back in the first slot and closes the slot. He then takes his envelope and gives it to the teacher to put the day's attendance form in and takes it to the school office.



o Gesture Cues

- Often gesture cues may be more meaningful to a learner than words. Gesture cues should initially be presented in the context of a functional activity.
- It is important that each person interacting with the learner provides the gesture cues in the same way so they can become meaningful to the learner.
- The following are examples of gesture cues that may be used:

- |                  |                       |
|------------------|-----------------------|
| a. Sit down      | i. Pick it up         |
| b. Stand up      | j. Put it in          |
| c. Come here     | k. Stir it            |
| d. Give it to me | l. Blow your nose     |
| e. Take this     | m. Wipe your mouth    |
| f. Look here     | n. Come with me       |
| g. Go outside    | o. Which do you want? |
| h. Finished      | p. What?              |

o Sign Cues

- Initially, sign cues may be an extension of the gesture cue system with those signs that represent the activity or the action being used first.
- Even though the learner may not learn to use signs expressively, the signs may add to his/her understanding of speech.
- The following are examples of some of the early signs that may be used:

- |                      |                                 |
|----------------------|---------------------------------|
| a. What do you want? | j. Eat                          |
| b. Throw it away     | k. Drink                        |
| c. Want more?        | l. Get                          |
| d. No!               | m. Signs that represent         |
| e. Finished!         | objects (book, cup,             |
| f. Go                | kleenex) may be introduced      |
| g. Turn it           | n. Signs that are important for |
| h. Wash/wipe off     | regular activities (work,       |
| i. Take it off       | make, stop that, help) may      |
|                      | be introduced gradually         |

o Speech Cues

- Young children (and many of our learners with severe handicaps) may respond to intonation or inflection features of speech long before they understand the meanings of the words or phrases that are used.



- It is critical that simple words or phrases are paired with any other type of cue that is used so that the words can begin to take on meaning.
- When object identification or the names of persons who interact with the learner are being taught, it is important that words are selected that sound very different from one another. These aspects of teaching receptive communication will be discussed later.

-----

**Activity #3: Forms of Receptive Communication - Turn to the following page for Activity 3**

-----

**3.3 Content of Receptive Communication**

- o The content of communication addressed to the learner will be based on the directives, models, feedback, attention devices, questions, opportunities for choices and preferences, and termination of an activity across domains, activities, and tasks.
- o The routines of each activity provide natural cues and chains of behaviors that are powerful support cues for the learner.

**3.4 Assessment of Receptive Communication**

- o The forms, functions, and content that the learner understands should be assessed across all domains and activities.
- o A task analysis should include the specific instructions such as "turn off" with the specific gestures that are used.
- o Copies of the Receptive Communication Profile are in Appendix F.

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**ACTIVITY #4: Receptive Communication Assessment - Turn to the following page for Activity 4**

-----





## Forms of Receptive Communication

ACTIVITY #3  
TRANSPARENCY #9

## Directions:

You will observe a role play situation. The trainer will present a form of a receptive cue (one at a time). You will decide if the cue was a gesture cue, a touch cue, etc. Each trainee is to mark the cue presented under each column. If two forms are used, check more than one box. An activity criterion of 80% should be reached.

	Environmental	Touch	Object	Gesture	Sign	Speech	Check + or -
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							

% Correct \_\_\_\_\_

If more than two (2) examples are incorrect, the trainer will provide additional forms for you to observe.



# RECEPTIVE COMMUNICATION ASSESSMENT

Domain	Activity	Content	FORMS								FUNCTION							
			Signs	Pictures	Guesses	Collect	Touch	Environment	Adaptation	Habit/Response	Follows Request for Communication	Responds to a Yes/No Question	Responds to a Command	Information	Social Comment	Question		
Daily Living/ Domestic																		
Community																		
Recreation/ Leisure																		
Vocational																		

K. Siremel-Campbell & B. Wilson

Directions: Select at least one activity within 2-3 domains. Have the learner participate in the activity. Allow the learner to be as independent as possible. If you need to give a message to the learner, first use only verbal cues, next use sign or gesture, if there is no response 0, then use an object or touch cue. Score correct responses as X and incorrect responses as o. Check ✓ the functions of your communication.



### 3.5 Principles of Delivering Receptive Cues

- o Never act on a learner without letting the person know what is about to happen (they deserve human dignity).
- o Physically assist the learner through a task as little as necessary (do not teach them to be prompt dependent).
- o If the learner does not understand what you expect of him/her, you have a...break-down of communication ... it is up to you as a speaker or interactor to "repair" your cue by using a lower mode and form of a cue that the learner does understand.
- o Provide a cue in a mode (such as speech only) one (1) time.
- o Allow the learner time to respond (3-4 seconds) before you repair your cue by providing a more simple cue (such as a gesture cue).
- o Remember - your job is to make yourself understood by the learner in the way that works and to gradually pair higher forms of cues so that the words become meaningful.

## 4.0 DETERMINING EXPRESSIVE COMMUNICATION OBJECTIVES

### 4.1 Forms of Expressive Communication

It is critical that the teacher (and Speech/Language Pathologist) understand that a learner with handicaps may communicate through a number of different forms. Initially, for the majority of learners with severe handicaps, these forms may not be language or symbolic forms. They may be very simple and concrete means of getting the listener to respond in some way.

Remember - forms of expressive communication are a way to communicate. Some learners may never learn to talk or to sign, but they can learn to communicate. Again, as in receptive communication, the learner's visual, auditory, motor, and cognitive skills will determine what forms of expressive communication he/she will

TRANSPARENCY #11

- |      |                                 |
|------|---------------------------------|
| O:   | INTENTIONAL BEHAVIOR            |
| I:   | EARLY COMMUNICATION             |
| II:  | CONVENTIONAL COMMUNICATION      |
| III: | EMERGING SYMBOLIC COMMUNICATION |
| IV:  | EARLY LANGUAGE                  |



be able to use. Therefore, it is difficult to determine an exact sequence of teaching that each learner will follow - that would not be possible. Often, adapted forms or equipment will be necessary.

o A Sequence of Forms

-Levels of forms - a sequence of communication behaviors or forms are presented across different levels of expressive use. Whereas, these levels are somewhat arbitrary, these are based on an easy - to - difficult sequence as well as functional use data by many learners with severe multiple handicaps. The levels provide a guideline or general measure of where the learner is functioning.

-Concrete and simple motor - to - abstract and complex motor: The sequence of forms across the levels are arranged from simple and concrete - gradually becoming more abstract and complex. It should be the intent of the teacher to move the learner through the levels or to "up the ante" so that the learner does not remain at one level but learns through a systematic teaching process to communicate about... more things...more effectively...more efficiently to be understood by more people.

o Levels and Features of Communication

-Different levels and examples of different forms are provided on the following two pages.

-----

**ACTIVITY #5: Forms of Expressive Communication -**  
**Turn to page W-21 for the levels of communication**  
**for Activity 5.**

-----

4.2 Functions of Expressive Communication

- o The learner will learn to use forms of communication to express different functions or to achieve different goals. Initially, the learner will use one form for only one function.





## Levels/Features

## Forms

## Examples

## Intentional Behavior

Behaviors are purposeful but are not used for intentional communication. These behaviors may be interpreted by others as being communicative. They are necessary to move to the level of communication. These behaviors represent cause-effect skills, in which the learner learns that he/she can act on the environment to cause an effect.

1. General body movements
2. Specific body movements
3. Vocalizations
4. Adaptations with switches

Leans head forward  
Moves body for more

Reaches to grasp  
Throws an object

Exhibits an abusive behavior

Press switch for music  
Leaf switch for fan  
Mercury for blender

The teacher arranges the environment and is responsive to purposeful behaviors so that the learner learns that he/she can impact the environment and anticipates that he/she are active in making something occur. In this manner the learner advances to the next level so that he/she not only purposefully acts, but that he learns to act on other people to get things done or to affect his environment if he can't do it by himself.

## Level I. Early Communication

These behaviors are simple (non-symbolic) forms that are directed towards another person for the intent of causing that person to act. The learner must look at the person or orient to that person. These early forms of behaviors are either directed to the person or the object, but not to both. If the learner is not successful in getting his message across, he may give up or resort to inappropriate behaviors.

- \*1. Vocalization  
(auditory signal)

2. Eye gaze

3. Body movement

Leans back for backrub  
Kicks legs for rock  
Moves head for more food

4. Touch person

Touch hand to get milk  
Touch arm for attention

5. Touch object  
(object or 2 held)

Reaches for or touches cup or toy  
Touches tape recorder when it stops

6. Touches 2 objects not held

Touches spoon, not cup

7. Adaptations

Learners with little voluntary movement may need a switch device

The learner gradually becomes more purposeful in using these behaviors and in anticipating that he/she can affect another person. Therefore, it is critical that the learner is responded to consistently. Some learners may exhibit very subtle behaviors if they have little voluntary control over their movements.



Levels/Features	Forms	Examples
-----------------	-------	----------

---

### Level II. Conventional Communication

The behaviors at this level are still not symbolic, but they are behaviors that are used by most persons in conjunction with speech. At this level the learner begins to coordinate the use of objects and people. Throughout this level the objects and the person become more distanced. The learner should be encouraged to pair these behaviors, such as pointing and vocalizing.

- |   |  |
|---|--|
| 1. Touch person & object (or move person's arm to object) |  |
| 2. Extend real objects                                    | Cup for more milk<br>Tape to turn on<br>Money for coke |
| 3. Use of 3 simple gestures                               | Up, Mine, No   |
| 4. Point to near object                                   |  |
| 5. Adapted 2-choice communication device                  |  |
| 6. Yes/no   | Head motion  |

---

At this point the learner is still communicating about the here and now, using concrete forms. Learners with higher cognitive skills may not have trouble advancing to signs, words, or other abstract symbols. However, many learners will need to go through a transition process in which the forms gradually become more abstract. For these learners it is necessary to go through the next level of teaching more abstract symbols.

---

### Level III. Emerging Symbol Communication Systems

At this level, the forms used to communicate are changed so that they gradually become more abstract. A learner who does not have the fine motor control to point, may extend the objects. Also, some learners may use a combination of motor responses, pointing, gestures, vocalizations. The teacher is continuously expanding the learner's vocabulary so that the learner can communicate about more things in the environment.

1. Extend/point to miniature objects
2. Extend/point to object parts that are part of the whole
3. Extend/point to pictures/line drawings
4. Use more complex gestures

---

At Level III, the learner needs to demonstrate that if he/she uses an object representation, they can then select the real object; they have to demonstrate that they understand the 1:1 correspondence between a representation and the real object (referent). At this level the learner should have a vocabulary of at least 25 objects, activities or meanings that they can express across a variety of routine activities.

---

### Level IV. Early Language

At this level the learner is able to use at least 2 symbols that represent or stand for specific objects. These language forms may be speech words, signs or abstract symbols

1. a. Close word approximations  
b. True signs  
c. Written words or abstract symbols
2. Use of two words for 2 different functions
3. Use of two words for objects that are not immediately visible or present



# Forms of Expressive Communication

ACTIVITY #5  
TRANSPARENCY #12

## Activity #5

The trainer will demonstrate ten specific forms of communication. Record a check under the specific form being demonstrated for each trial. You may request the trainee to repeat the example of it was unclear. All trainees will record, individually, what form was communicated by checking the correct column below:

	Vocalization	Eye Gaze	Body Movement	Touch Person	Touch Object	Touch Person & Object	Extend Real Object	Use Simple Gestures	Point	Use Miniature Object	Use Association Objects	Use Pictures	Speech	Signs	Written
1															
2															
3															
4															
5															
6															
7															
8															
9															
10															



Later, the learner will be able to use a form for at least two different functions.

- Example "Teacher's name" may be used to get her attention or answer the question "Who's your teacher?" "Ms. Dodd."

#### o Types of Communication Functions

The following are types of communication functions that will be taught initially. The second group of functions will be taught once the learner demonstrates consistent use of the first group.

Early functions:

- . Calling or accessing people
- . Protesting
- . Requesting continuation of an activity once it is started and then discontinued
- . Requesting from a choice of two objects or activities

Later developing functions:

- . Social greeting
- . Offering or transferring objects
- . Repeating
- . Answering questions
- . Naming or labeling
- . Commenting
- . Replying
- . Requesting information
- . Additional (joking, lying, convincing, etc.)

TRANSPARENCY #1

#### TYPES OF COMMUNICATION FUNCTIONS

##### EARLY FUNCTIONS:

- O CALLING OR ACCESSING PEOPLE
- O PROTESTING
- O REQUESTING CONTINUATION OF AN ACTIVITY ONCE IT IS STARTED AND THEN DISCONTINUED
- O REQUESTING FROM A CHOICE OF TWO OBJECTS OR ACTIVITIES

##### LATER DEVELOPING FUNCTIONS:

- O SOCIAL GREETING
- O OFFERING OR TRANSFERRING OBJECTS
- O REPEATING
- O ANSWERING QUESTIONS
- O NAMING OR LABELING
- O COMMENTING
- O REPLYING
- O REQUESTING INFORMATION
- O ADDITIONAL (JOKING, LYING, CONVINCING, ETC.)

-----

**ACTIVITY #6: Forms and Functions of Expressive Communication - Turn to the following page for Activity 6**

-----

#### 4.3 Content of Communication

Two aspects of the content of communication must be considered in order for the learner to have "something to communicate about."





# Forms & Functions of Expressive Communication

ACTIVITY #6  
TRANSPARENCY #14

## Activity #6

This activity will be demonstrated similarly to the previous one. Only, this time, the trainer will demonstrate a form and a clear function. Observe and record both the form and function of each communicative behavior in the column below. Questions??

Forms														Functions				
	Vocalization	Eye Gaze	Body Movement	Touch Person	Touch Object & Person	Extend Real Object	Use Simple Gestures	Point	Use Miniature Object	Use Association Object	Use pictures	Speech	Signs	Written	Protest	Calling	Request Continuation	Choice
1																		
2																		
3																		
4																		
5																		
6																		
7																		
8																		
9																		
10																		



o Vocabulary

Object, persons, activities, locations, events are aspects of the environment that are communicated about. They represent the content of vocabulary.

-Select vocabulary that is functional and would be used frequently.

-Select vocabulary initially that can be expressed by forms of communication that do not look alike, sound alike, or can be easily confused.

o Functional Routine Activities

-We all communicate about our daily activities: work, leisure, our homes, our friends, what we are going to do, where we are going. Remember - learners who do not engage in functional sequences of activities may have nothing to communicate about even if they have the forms to communicate.

-Functional activities provide us with content to teach communication in conjunction with teaching other daily skills, work, and leisure skills. These activities should be age-appropriate and lead to productive adult skills.

-Functional activities should have a specific preparation, implementation, and termination in order to be rich in content.

-Functional activities should be analyzed to determine what opportunities there are for both receptive cues and for use of expressive communication.

-Often, only directives are given without giving the learner an opportunity to use his/her communication systems. Each major activity should be analyzed so that at least 3-5 opportunities are provided for expressive use of communication.

4.4 Assessment of Expressive Communication

- o The assessment of expressive communication is designed as a tool for individualized programming, not overall evaluation.



- o The assessment is designed so that repeated measures of the learners' skill development or teaching can be measured.
- o The assessment is designed to assess three features of the learners' expressive communication system.
  - Forms that the learner is currently using and a plan for teaching the next forms.
  - Functions that the learner is using, and
  - Routine activities that serve as the context of assessment.

-----

**ACTIVITY #7: Practice Expressive Communication Assessment - Turn to the following page for Activity 7**

-----

## 5.0 DETERMINING COMMUNICATION CONTENT & STRATEGIES

### 5.1 Developing the IEP and Communication Programming

- o Once the Receptive and Expressive Communication Profiles have been completed, objectives for communication should be included on the IEP.
- o The forms that the learner understands and uses should be listed under strengths.
- o The criterion for completion should include the activities (across domains) in which the forms & functions will be used.

-----

**ACTIVITY #8: Demonstration of Expressive Communication Assessment - Turn to the following page for Activity 8**

-----

### 5.2 Specify the Functional Receptive & Expressive Content.

- o The Communication Program Planning sheet can be used to assist you in your task analysis of other activities.
- o Additional trials may need to be provided in natural simulated activities if less than five opportunities are presented for any targeted form across a day.



# EXPRESSIVE COMMUNICATION ASSESSMENT

Domain	Activity	Content	FORMS															FUNCTION							
			Adaptive Switch	Reach to Grasp	Eye Gaze	Body Movement	Vocalization	Touch Person	Touch Object	Touch Person & Object	Extend Object	Simple Gestures	Point	Adaptive System	Yes - No	Complex Gestures	Picture Objects	1 word signs or speech	2 word signs or speech	Access People	Request Continuation	Request Choice	Repeat	Offer	
Daily Living/ Domestic																									
Community																									
Recreation/ Leisure																									
Vocational																									

K. Stremel-Campbell & B. Wilson

Directions: Select at least 1 activity within 2-3 domains. Have the learner participate in the activity. Provide choices to determine what the learner communicates about and how he communicates. Provide at least two (2) opportunities for the learner to communicate. Write down the words that the Learner does or could communicate about under content. Score X for the communication forms observed and o for the forms not observed. Check the functions that were communicated by the learner.





**Demonstration of Communication Assessment****ACTIVITY #8**

You will work with your partner and one trainer in the Lunch activity with the learner. The trainer will administer the first 3-4 trials while you familiarize yourself with the scoring procedure. You and your partner will take turns either presenting the trials or recording the learner's responses. Make sure that you observe the learner carefully to determine if he/she initiates any communicative behaviors. Note also what specific functions that he/she is using.

The trainer will randomly check your scoring to determine if you are giving the learner credit for the appropriate forms and functions.

# of trainer agreements \_\_\_\_  
# of trainer disagreements \_\_\_\_

Overall % \_\_\_\_



ACTIVITY #8  
TRANSPARENCY #16

EXPRESSIVE COMMUNICATION ASSESSMENT

Domain	Activity	Content	FORMS															FUNCTION								
			Adaptive Switch	Reach to Grasp	Eye Gaze	Body Movement	Vocalization	Touch Person	Touch Object	Touch Person & Object	Simple Gestures	Point	Adaptive System	Yes - No	Complex Gestures	Miniature Objects	Pictures or line drawing	1 word signs or speech	2 word signs or speech	Access People	Protest	Request Continuation	Request Choice	Repeat	Offer	
Daily Living/ Domestic																										
Community																										
Recreation/ Leisure																										
Vocational																										

K. Stremel-Campbell & B. Wilson

Directions: Select at least 1 activity within 2-3 domains. Have the learner participate in the activity. Provide choices to determine what the learner communicates about and how he communicates. Provide at least two (2) opportunities for the learner to communicate. Write down the words that the Learner does or could communicate about under content. Score X for the communication forms observed and o for the forms not observed. Check the functions that were communicated by the learner.



-----  
ACTIVITY #9a & #9b: Ecological Communication Planning - turn  
to the pages following the Assessment for Activity 9a & 9b  
-----

6.0 Evaluation

6.1 Posttest

-----  
ACTIVITY #10: Posttest - Turn to the page following  
the Communication Program Planning for Activity 10  
-----

6.2 Trainee Workshop Evaluation

-----  
ACTIVITY #11: McCallon Satisfaction - The McCallon  
Satisfaction measure is located after the Posttest.  
-----



## Communication Planning Across Domains

## ACTIVITY 9a &amp; b

Directions - From the completed receptive and expressive communication profiles, write down the forms that the learner uses and those that are to be taught (on left side of page)!

Select an activity that can provide a rich content for the individual learner and write the selected activity under each domain (see Activity 9a sheet).

Next, list both receptive and expressive forms (and functions) that could be targeted in the 3 phases of an activity.

Write the number of the form being targeted (Selects choice - 2 - by touching object).

Finally, circle those forms/functions that occur across two or more activities. Write P if the interaction involves a peer. (Peers may also include those without handicaps).

Example:

Going to convenience store (2 yr.-old student deaf-blind)		
Form targeted	Receptive	Expressive
<u>Receptive</u>		
1. touch cue	o Gets wallet (4)	
2. object cue	o Attention cue (1)	
3. hand-in-hand singing	"go"	
4. object sequence	o Step down (1)	
	o Stop (1)	
	o Go (1)	
	o Open (1)	
<u>Expressive</u>		
1. I call person		
2. Touch object/Choice	o Choice (2)	Selects choice (2)
	drink	
3. Give-transfer	o Choice eat (2)	Selects choice (2)
4. Request more	o Get me coke (1/3)	Offer/trans (3)
5. Protest	o Give me (1)	Gives (3)
	o Open (1/2)	
	o Stop (1)	
	o Step (1)	
	o Put away (4)	
	o Throw away (2/3)	
	o New activity (4)	





## Activities Across Domains

ACTIVITY #9a  
TRANSPARENCY #17

<u>Domain</u>	<u>Activity</u>
---------------	-----------------

**Daily Living/Domestic**

Personal Care - brushing teeth  
washing, showering, bathing  
applying deodorant  
applying make-up (if appropriate)  
washing hair, styling hair  
dressing - choosing clothing putting on  
clothing

Meals Prep. - making breakfast, lunch, dinner  
planning meal  
setting table  
purchasing ingredients for meal  
table manners  
social interaction (dinner table)

Clothing care - washing laundry  
sorting laundry  
folding laundry  
hanging clothes on hangers  
putting laundry away when clean

House care - making bed  
cleaning kitchen - sink  
dishes  
floor  
stove  
vacuuming refrigerator  
dusting  
washing windows/mirrors  
cleaning bathtub  
cleaning table  
cleaning sink (bathroom)

**Vocational**

Janitorial - cleaning/emphasizing ashtrays  
emphasizing garbage  
cleaning bathroom  
vacuuming  
cleaning break room  
washing windows

Secretarial - filing  
sorting mail  
putting away supplies  
making copies with copy machine  
stapling papers  
folding/addressing correspondences



Assembly - bagging by size, shape, color,  
number  
sorting  
quality control  
locating parts  
asking for help

**Recreation/leisure**

Playing game requiring at least 2 people (table game)  
working a jig-saw puzzle  
latch - hooking rug, pillow  
needle work - cross stitch,  
needle point  
sports such as volley ball,  
soft ball  
movies - choosing movie, purchasing  
tickets,  
getting snack, locating seat  
bowling - money, shoes, lanes,  
keeping score etc.

**Community**

Post office - buying stamps  
mailing letters  
mailing packages

bank - making deposits  
withdrawing money  
getting change  
cashing check

restaurant - choosing restaurant  
choosing from menu  
ordering meal  
eating meal  
paying for meal

shopping - clothing  
locate store based on needs  
find items needed  
locate size  
determine price  
try on items (if necessary)  
locate cashier  
pay for items

(Margaret Denney, 1988)



Learner's Name

Date \_\_\_\_\_

## Domains

Activity (specify)

## Phase

### Receptive Communication Forms Understood:

1.      2.      3.

**Forms to be Taught:  
(expanded)**

1. 2.

**Expressive Communication  
Forms Used:**

1.      2.      3.      4.      5.

**Forms to be Taught:**

1. 2.

### Preparation

## Activity Participation

Termination  
Transition

[illegible]



Purpose: The pretest and posttest are given to determine the knowledge that the trainee gained as a result of the training.

1. Steve extends his cup to get "more juice" at breakfast.  
What is the form \_\_\_\_\_  
function \_\_\_\_\_  
content \_\_\_\_\_ of his behavior?
2. List four forms of non-symbolic communication other than eye gaze and vocalizations.
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
  - c. \_\_\_\_\_
  - d. \_\_\_\_\_
3. List four of the earliest communication functions (intentions/reasons) that are used by learners with handicaps.
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
  - c. \_\_\_\_\_
  - d. \_\_\_\_\_
4. Karen is vision and hearing impaired. She currently responds when Mom unfastens her wheelchair and places her on the changing table (Environmental cue). What higher level receptive (input) cues might Mom use next?
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
5. Robin demonstrates that she can activate an adaptive switch to turn on music. A question to ask initially would be: \_\_\_\_\_
  - a. Is she ready for speech?
  - b. Is the behavior intentional?
  - c. Does she have the motor skills necessary to learn signs?
  - d. For what communication function does she use this switch?





6. In the following situations, identify the child's receptive and expressive communication forms.

ReceptiveExpressive

- A. Ron has a severely profound hearing impairment; when his teacher holds up two pictures (of a cup and some cookies) and asks Ron, "Which one do you want?" Ron looks at the picture of the cookies.

- A. Pictures  
B. Object  
C. Speech  
D. Environmental  
E. Signs  
F. Touch  
G. Gestures

- A. Body movement  
B. Adaptation  
C. Sign  
D. Eye gaze  
E. Point  
F. Vocalization  
G. Simple gestures  
H. Speech  
I. Objects  
J. Extend real objects  
K. Touch person/object

Receptive\_\_\_\_\_ Expressive\_\_\_\_\_

- B. Dad asks Sam, "Do you want to go outside?" Sam shakes his head yes.

Receptive\_\_\_\_\_ Expressive\_\_\_\_\_

- C. Using a 3-choice box containing a small container of popcorn, a piece of chain, and a washcloth, Suzie asks, "What do you want to do?" Johnny presses the switch corresponding to the piece of chain indicating he wants to swing.

Receptive\_\_\_\_\_ Expressive\_\_\_\_\_

- D. Mom takes Sue into the bathroom and turns the water on in the tub. Sue leans forward toward the tub.

Receptive\_\_\_\_\_ Expressive\_\_\_\_\_

7. Match the following examples of a child's behavior to the next highest communication program appropriate.

Johnny has a vision and physical impairments. He understands that when his teacher says "more" she is asking him if he wants to continue an activity. He also understands that when his teacher says "good" she is complementing him. He also understands "stop" and "finish."

Johnny can communicate by extending 50 different objects to request more, make choices, and protest.

For the expressive form of communication, you would program for:\_\_\_\_\_

- a) eye gaze  
b) pictures/line drawings/miniature objects  
c) signs  
d) touch object/person



As you begin to teach the new expressive form, the decision regarding what program as the function of communication would be:

- A) Teach new forms and add new functions (asking questions, giving information) at the same time.
- B) Teach at least 200 more words before teaching new functions.
- C) Assess for generalization of the new form across the old functions first.
- D) Teach only the new forms with the earliest functions of protest and requesting more.

For the receptive form, you would program for:\_\_\_\_\_

- |                                  |                           |
|----------------------------------|---------------------------|
| a) additional environmental cues | c) additional touch cues  |
| b) additional gesture cues       | d) additional speech cues |



## WORKSHOP EVALUATION SCALE

Workshop Names \_\_\_\_\_

Dates \_\_\_\_\_

Presenter: \_\_\_\_\_

## INSTRUCTIONS

To determine whether or not the workshop met your needs and our objectives, we would like for you to give us your honest opinion on the design, presentation, and value of this workshop. Please circle the number which best expresses your reaction to each of the items on the following list. Space is provided for your comments.

## EVALUATION CRITERIA

- |  |                             |   |   |   |   |                 |
|--|-----------------------------|---|---|---|---|-----------------|
| 1. The organization of the workshop was                            | Excellent<br>7      6       | 5 | 4 | 3 | 2 | Poor<br>1       |
| 2. The objectives of the workshop were:                            | Clearly Evident<br>7      6 | 5 | 4 | 3 | 2 | Vague<br>1      |
| 3. The work of the presenters was:                                 | Excellent<br>7      6       | 5 | 4 | 3 | 2 | Poor<br>1       |
| 4. The schedule of the workshop was:                               | Excellent<br>7      6       | 5 | 4 | 3 | 2 | Poor<br>1       |
| 5. The scope (coverage) was:                                       | Very Adequate<br>7      6   | 5 | 4 | 3 | 2 | Inadequate<br>1 |
| 6. Information in the handouts were:                               | Very Beneficial<br>7      6 | 5 | 4 | 3 | 2 | No Benefit<br>1 |
| 7. Overall, I consider this workshop:                              | Excellent<br>7      6       | 5 | 4 | 3 | 2 | Poor<br>1       |
| 8. Do you feel a need for additional information about this topic? | 1. Yes      2. No           |   |   |   |   |                 |

The stronger features of the workshop were: \_\_\_\_\_

\_\_\_\_\_

The weaker features were: \_\_\_\_\_

\_\_\_\_\_

General Comments: \_\_\_\_\_

\_\_\_\_\_



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## BIBLIOGRAPHY

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## APPENDICES









APPENDIX A  
MATERIALS LIST



## Materials List

o Notecards for Activities that describe each individual activity (optional)

- |               |                   |
|---------------|-------------------|
| o Activity #2 | o Activity #6     |
| o Activity #3 | o Activity #10    |
| o Activity #4 | o Transparency #5 |
| o Activity #5 | o Transparency #8 |

o Microswitches

- o Leaf
- o Plate
- o Vibration
- o Voice

o Adapted objects

- o Fan
- o Taperecorder
- o Light

o Miniature objects

o Real objects (these can be substituted)

- |                  |               |
|------------------|---------------|
| o Spoon          | o Whistle     |
| o Washcloth      | o I.D. Card   |
| o Toothbrush     | o Wastebasket |
| o Cereal Box     | o Cup         |
| o Green Nogahide | o Napkin      |

o Pictures

- o Extension cord
- o Batteries



APPENDIX B  
COMPETENCY SHEET





# Competency Scores for Communication Training

Activity	Trainee					
	1	2	3	4	5	6
#1 Pretest						
#2 Functions of Communication						
#3 Forms of Receptive Cues						
#4 Receptive Assessment						
#5 Forms of Expressive Communication						
#6 Forms and Functions						
#7 Expressive Assessment of Student						
#8 Program Planning						

Percentage Completion



APPENDIX C  
POSTTEST ANSWERS



Purpose: The posttest is given to determine the knowledge that the trainee gained as a result of the training.

1. Three major aspects are critical to communication and language development. Define each of these three aspects:
  - a. Content - Something to communicate about
  - b. Form - A "way" or "means" to communicate
  - c. Function - A "reason" or the purpose of communication
2. List four forms of non-symbolic communication other than eyegaze and vocalizations.
  - a. Touching a person or an object
  - b. Pointing
  - c. Using a "calling device": giving objects, using miniature objects
  - d. Using gestures: body movements
3. List four of the earliest communication functions (intents/reasons) that are used by learners with handicaps.
  - a. Protesting
  - b. Calling for attention                      Greeting
  - c. Requesting more/requesting              Offering
  - d. Requesting choices
4. List three specific receptive (input) systems that can be used with low incidence, handicapped populations that do not include speech or signs.
  - a. Touch cues
  - b. Object cues
  - c. Gestures
5. Match the following behaviors that best reflect the level of communication development by putting A, B, C, D, or E by the following examples:

Learner touches Mom to get more food. <u>D</u>	A. Symbolic Language
Learner points to a miniature object to order at McDonalds. <u>B</u>	B. Emerging Language
Learner extends his cup to a peer for more milk. <u>E</u>	C. Intentional Behavior
Learner activates a switch to get more music by himself. <u>C</u>	D. Early Communication
Learner signs "help" to get teacher to open a container. <u>A</u>	E. Conventional Communication
Learner gestures "no" for protest. <u>E</u>	

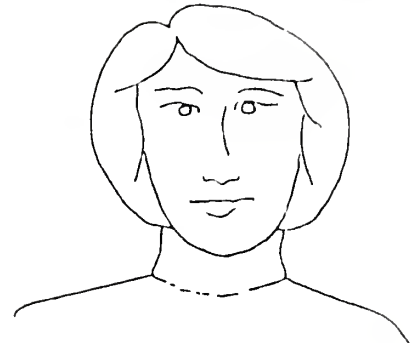


APPENDIX D  
MANUAL SIGNS

The sign resources were taken from Signs of the Time (J. Clark-Guida, 1984), Teaching Research Publications. They were produced under #300-81-0411 from the Office of Special Education to Teaching Research, (K. Stremel-Campbell, Project Director). 1







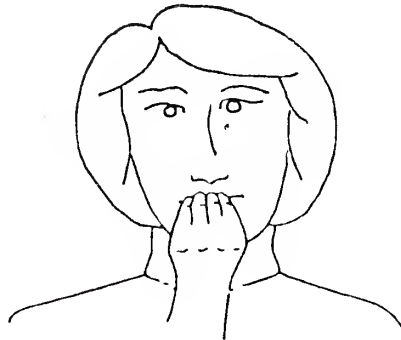
**BOOK**  
Flat hands, palms together  
open. (Hands represent  
covers of book)



**SIT**  
"Y" hand, fingers bent sit on  
"U" hand. (Fingers represent  
legs)



**STAND**  
"Y" hand stands on flat palm.  
(Fingers represent legs)



**CUP**  
"C" hand placed on flat palm  
of left hand. (Represents cup  
placed on a table)

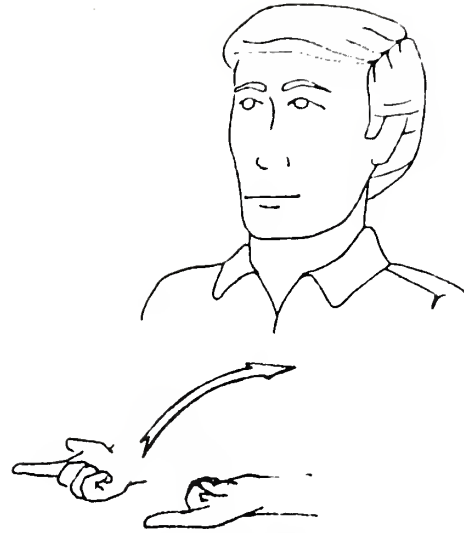
**EAT**  
Flat "O" fingertips touch lips.  
(Miming to eat)

**DRINK**  
"C" hand tips toward mouth.  
(Miming to drink)

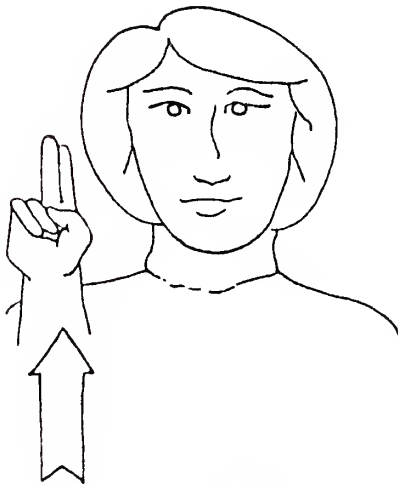




**GO**  
Point away from self with  
index fingers. (Common  
gesture)



**COME**  
Motion toward self with hands.  
(Common gesture)

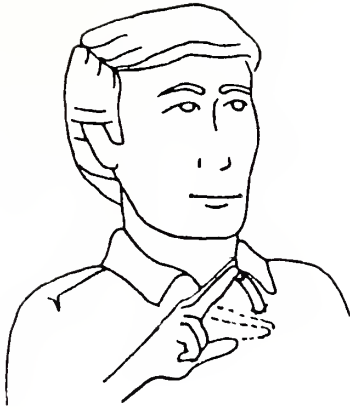


**UP**  
Points up with "U" hand.  
(Emphasizing first letter of  
the word. Using index finger  
to point upwards is also a very  
common gesture)

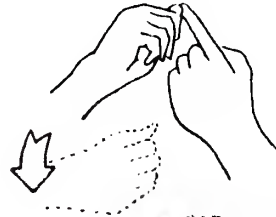
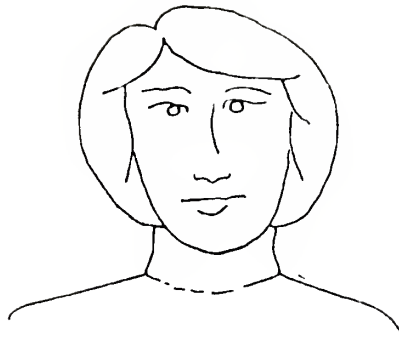


**YES**  
"Y" hand nods up and down.  
(Hand represents head  
nodding)





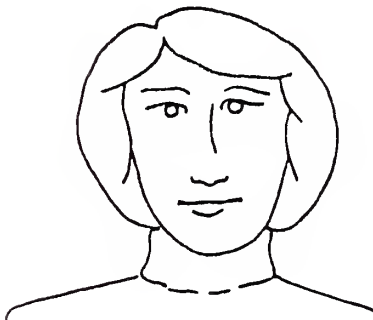
**NO**  
Two fingers close and open on thumb. (Shortened form of fingerspelling no)



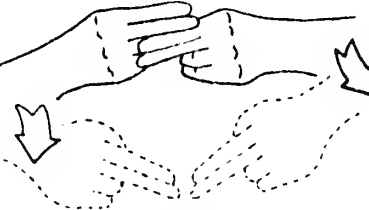
**BANANA**  
"Peel" index finger with right thumb tip. (Represents peeling a banana)



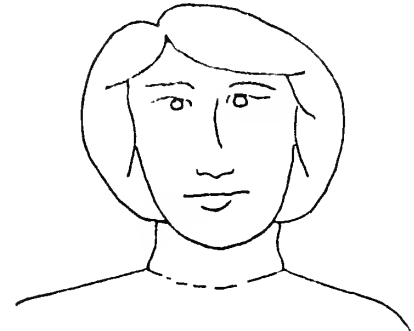
**I**  
"I" hand placed on chest. (Emphasis on letter I as in pointing to self)



**MY**  
Flat hand on chest. (Common gesture)



**BOO**  
Right "U" hand strikes left "U" hand and separates. (Representing cracking an egg)



**MILK**  
Loosely formed fists squeeze tight. (Representing action of milking a cow)



**APPLE**  
"A" hand with index knuckle out a bit twists on cheek. (Representing coring an apple)



**WATER**  
"W" hand at lips. Index finger of "W" taps lips several times. ("W" signed at mouth representing drinking; initial specifically indicates water)





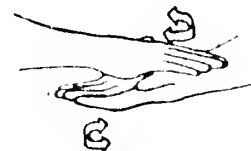
**SANDWICH**  
Insert flat hand into "C" hand.  
(Representing putting filling  
between pieces of bread)



**WANT**  
Claw hands move in towards  
self. (Representing bringing  
to self what is wanted)



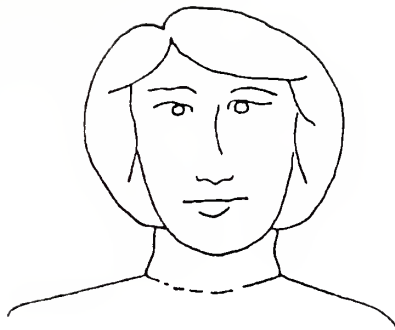
**CRACKER**  
"A" hand taps on elbow.  
(Derived from an old custom  
from Europe of tapping  
crackers with elbow so crumbs  
fall into soup.)



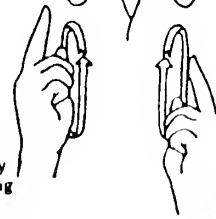
**CHEESE**  
Flat hands twist at palms.  
(Representing old fashion  
cheese press)



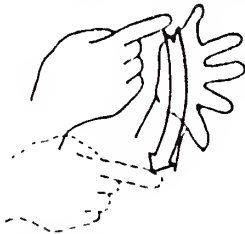




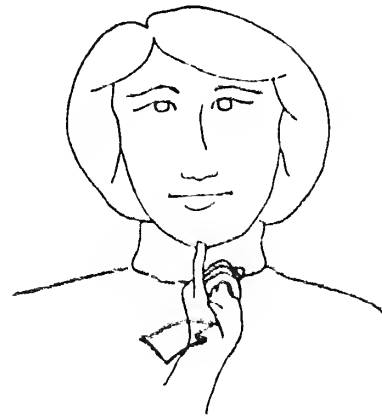
**NAME**  
Right "U" hand strikes left stationary "U" hand. (Representing labeling objects or people)



**SIGN**  
"I" hands circle alternately towards self. (Representing the act of signing)



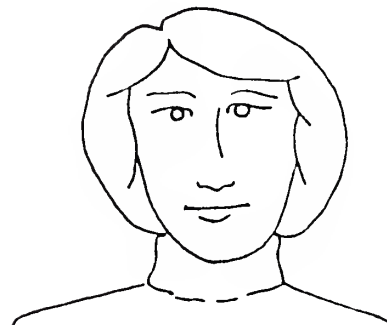
**WHAT**  
Right index finger draws across palm of left hand.



**IS**  
"I" hand, on chin, moves straight out.



**YOUR**  
Palm out flat hand moves forward. (Representing possession as in the sign my)



**MY**  
Flat hand on chest. (Common gesture)





**SARAH**  
 "S" hand moves down side of face. (Representing the braids Sarah likes to wear using the 1st letter in her name)



**JOHN**  
 "J" made in combination with sign for reading. (Representing 1st letter of name and an activity John likes to do)



**ROSANNE**  
 "R" hand crosses over nose as in the sign for flower. (Representing the rose in the name Rosanne using the 1st letter in her name)



**TONY**  
 "T" hand circles over back of flat hand as in the sign for chocolate. (Representing 1st letter of name and something Tony is very fond of)





**SAY**  
"I" hand, index finger circles from mouth. (Representing words coming from mouth)



**STOP**  
Open hand lands on palm of open left hand. (Representing a railroad crossing gate)



**LOOK**  
"V" hand near face fingers point forward.



**JUMP**  
"V" hand jumps from open left hand. (Representing a person jumping)



**HOP**  
"I" hand hops from open left hand. (Representing a person hopping)

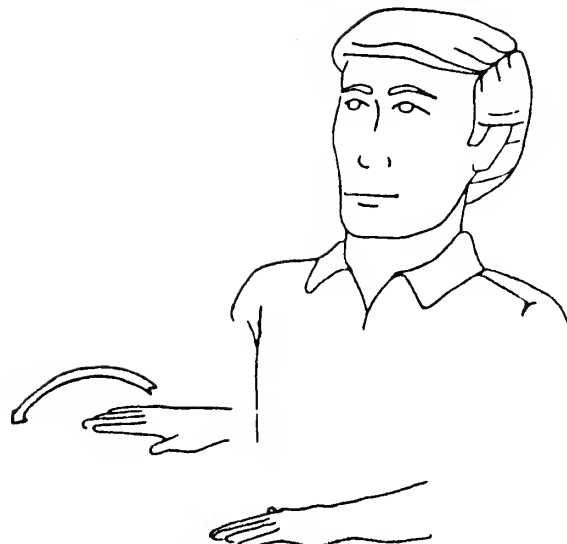


**WALK**  
Open hands move alternately. (Representing feet walking)

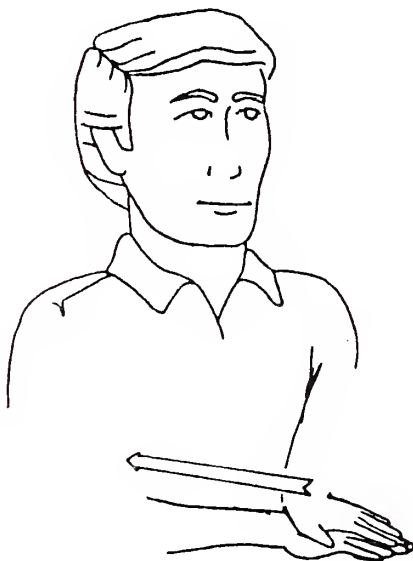




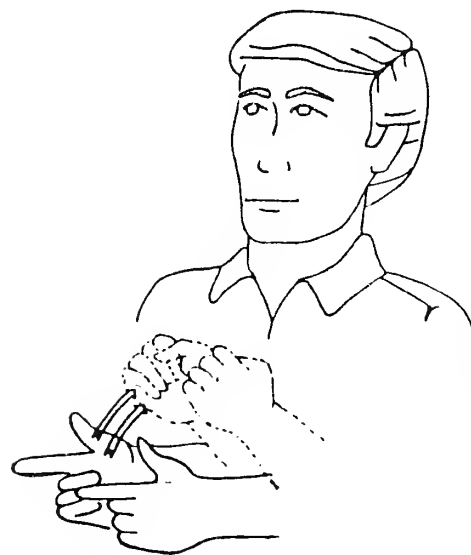
**RUN**  
"L" hands, thumbs touching, wiggle index fingers and move hands forward. (Representing a running motion)



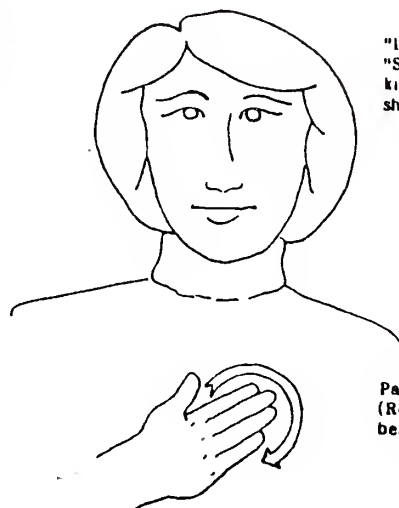
**STEP**  
Open hands, right hand moves ahead. (Representing a foot stepping forward)



**SLOW**  
Open hand slowly draws up back of left hand. (Meaning comes from the slow draw-out movement)



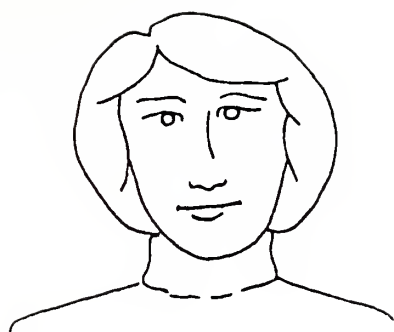
**FAST**  
"L" hands quickly pull back to "S" hands. (Representing the kick of a gun when bullets are shot)



**PLEASE**  
Palm circles on upper chest. (Representing a feeling of being pleased with oneself)



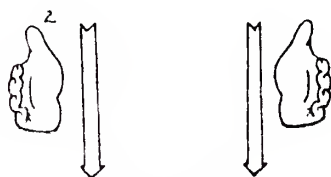
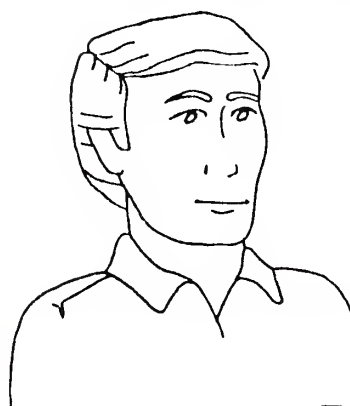
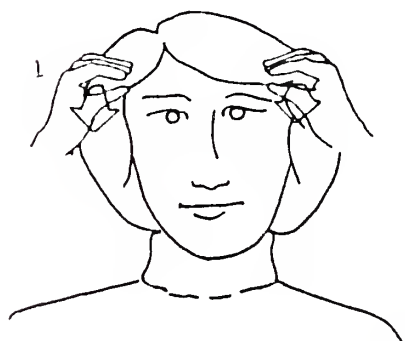




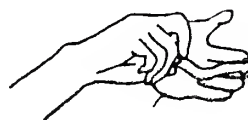
**SCHOOL**  
Clap hands. (Representing teacher clapping for attention)

**GIRL**  
"A" hand, thumb touching cheek, moves down jaw and repeats. (Representing a bonnet string) All signs representing females are performed near or at jaw, i.e., aunt, she, woman, her.

**BOY**  
Flat "O" hand move from forehead and repeat. (indicating brim of cap) All signs representing males are performed near or at the forehead, i.e., father, man, he, him.



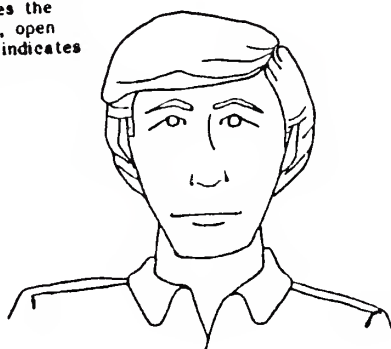
**TEACHER**  
Flat "O" hands move out from temple, change to open hands and move down. (Movement from temple indicates the giving of knowledge, open hands moving down indicates person)



**WRITE**  
Mime writing on left palm.



**HAVE**  
Bent hands move toward and touch chest. (Representing holding object)

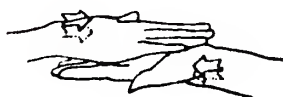


**CHAIR**  
Index and middle fingers hang over thumb of left "C" hand. (Representing legs in sitting position on the initial "C" for chair)



**TABLE**  
Right arm lies on left, hands open. (Representing arms resting on a table)





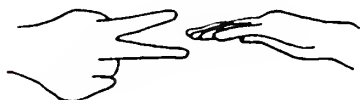
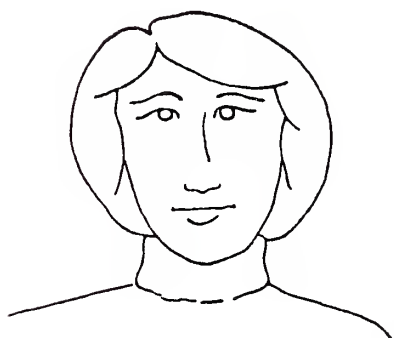
**PAPER**  
Brush palms of open hands.  
(Representing paper moving  
through a machine)



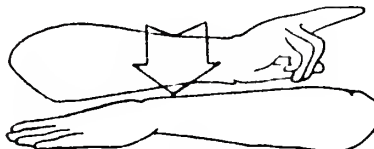
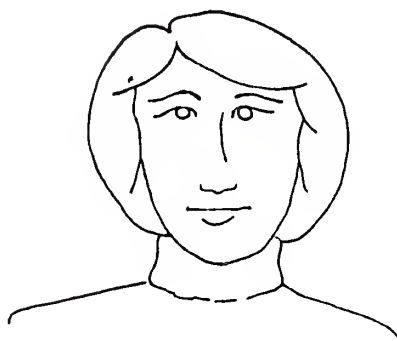
**PENCIL**  
Hand moves from mouth to  
open left hand and mimes  
writing.



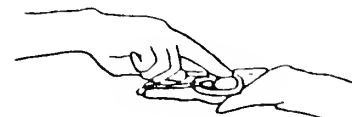
**SCISSORS**  
"Y" hand mimes cutting  
action.



**CUT**  
"Y" hand mimes cutting  
action near open left hand.  
(Representing scissors and  
paper) In American Sign  
Language this would be used  
only for cutting with scissors.

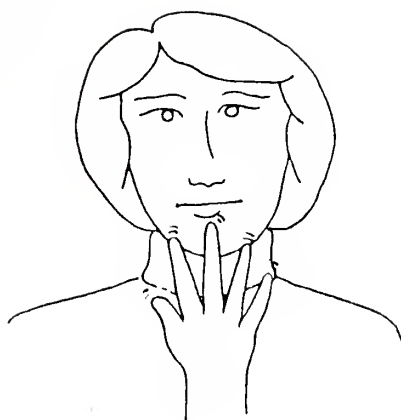


**DESK**  
"D" hand and arm bounce down  
on left arm. (Derived from  
the sign for table)



**CRAYON**  
Index finger draws circle on  
left palm. (Representing the  
motion of coloring with a  
crayon)





**COLOR**  
Fingers flutter in front of chin. (Representing the colors of the rainbow)



**MIX**  
"Claw" hands circle alternately. (Motion represents mixing)

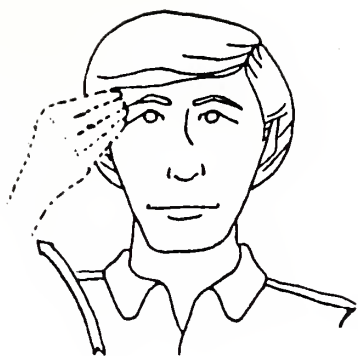


**WATER**  
"W" hand at lips. Index finger of "W" taps lips several times. ("W" signed at mouth representing drinking; Initial specifically indicates water)



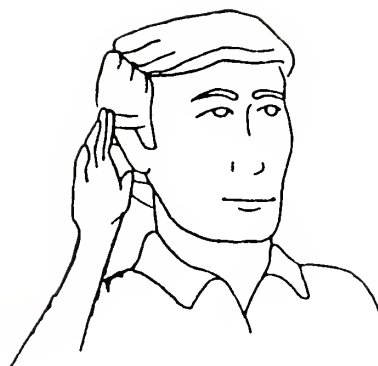
**THAT**  
"I-L" hand rests on palm of left hand.





### LEARN

Right hand moves from open palm to forehead ending with flat "O" hand. (Representing taking knowledge from a book and adding it to your mind)



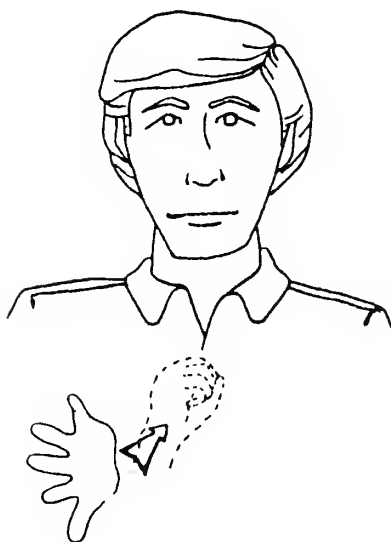
### LISTEN

Open hand at ear. (Representing someone intensely listening)



### TALK

Index fingers move alternately from mouth. (Representing words being exchanged)



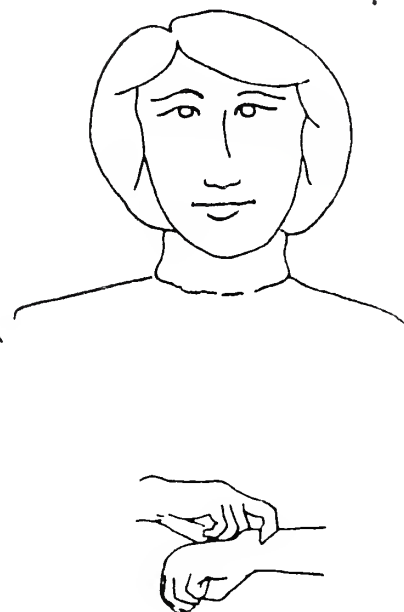
### TAKE

Extended "5" hand pulls back to closed fist. (Representing grasping an object and bringing it to yourself)



### LINE

"1" hands draw apart illustrating a line perpendicular to your body. (Motion represents a straight line.)



### TIME

Index finger touches wrist. (Indicating watch)



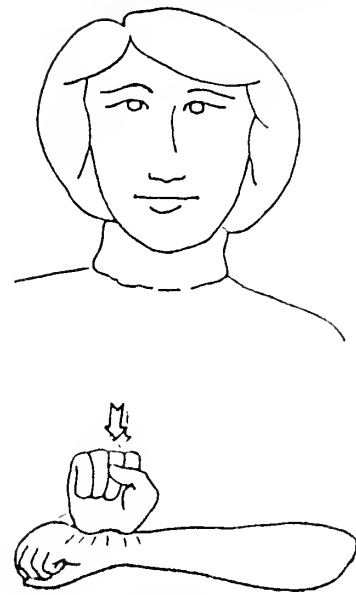




**RECESS**  
"R" hands swing back and forth. (Derived from the sign for play)



**PLAY**  
"Y" hands twist back and forth. (Motion represents activity)



**WORK**  
"S" hands, strike wrist together. (Representing slaves in shackles)



**READ**  
"V" hand scans open left palm. (Representing eyes reading a page)



**MATH**  
"M" hands brush over each other and repeat.

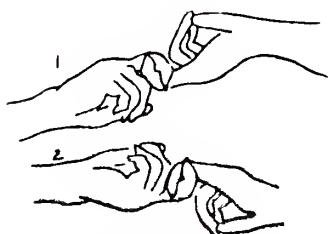


**MUSIC**  
"M" hand sweeps above extended left arm. (Motion represents strumming an instrument)

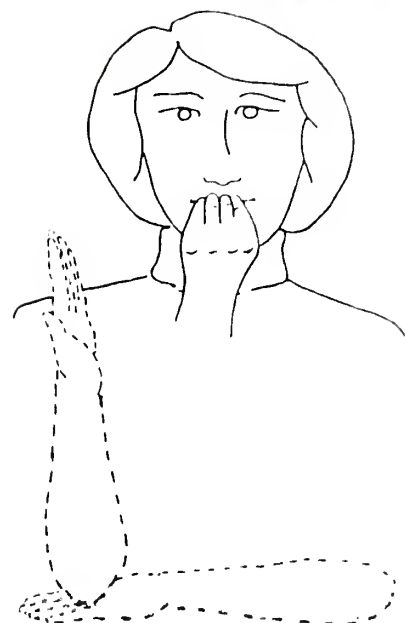


**BATHROOM**  
"T" hand shakes back and forth. (Initial T represents toilet)

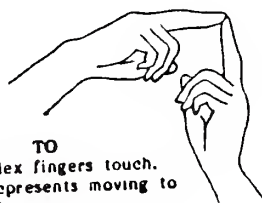
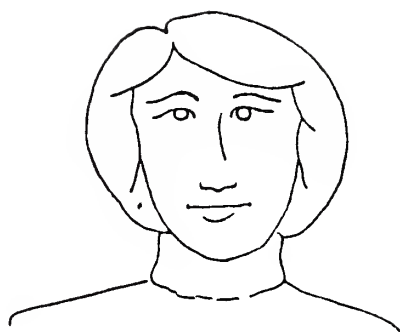




**FRIEND**  
Index fingers interlock, change positions then interlock again. (Representing close relationship)



**LUNCH**  
Combination of the signs for "eat" and "noon". (The "noon" sign represents the sun directly overhead in the sky)

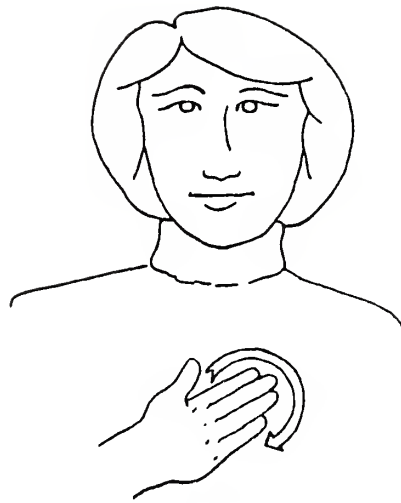


**TO**  
Tip of index fingers touch. (Motion represents moving to something)

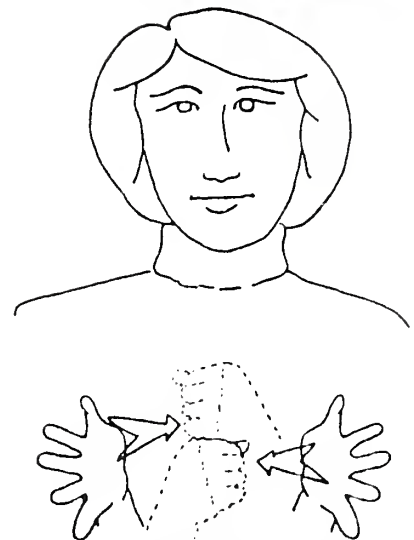




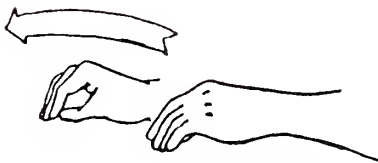
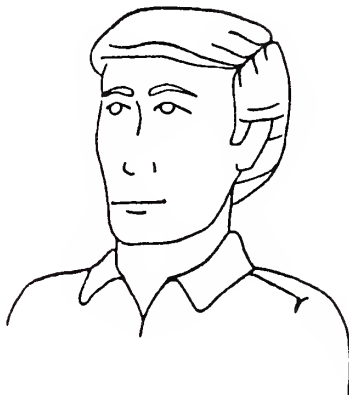
**PICK**  
Miming picking a small object up.



**PLEASE**  
Palm circles on upper chest. (Representing a feeling of being pleased with oneself)



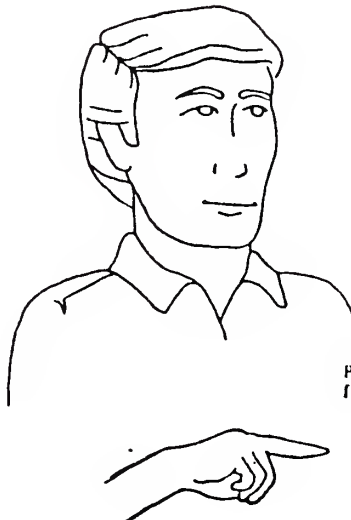
**GET**  
"g" hands reach out and "grab" forming flat. (Representing reaching out and getting an object)



**PUT**  
Flat "O" hand mimes putting an object down.

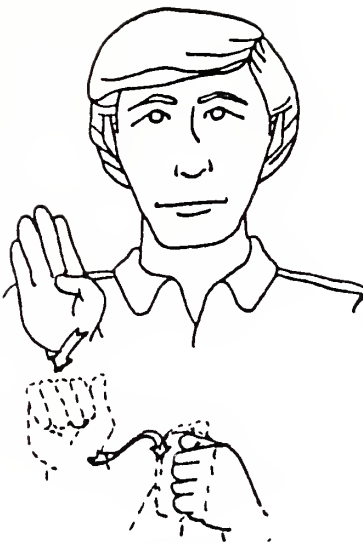


**BRING**  
Flat hands moving in toward body. (Representing action of bringing something towards self)



**POINT**  
Point outward with index finger.

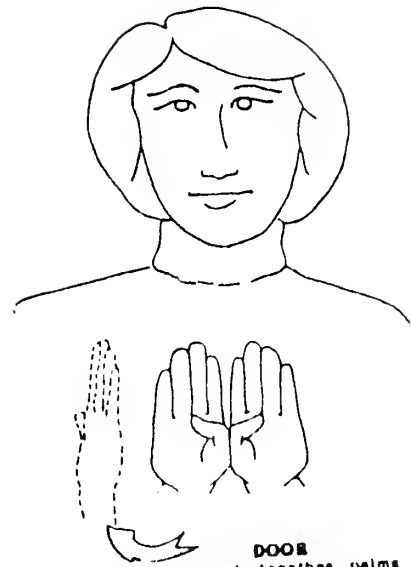




**BEHIND**  
"B" hand changes to "A" hand and moves behind flat of other hand.



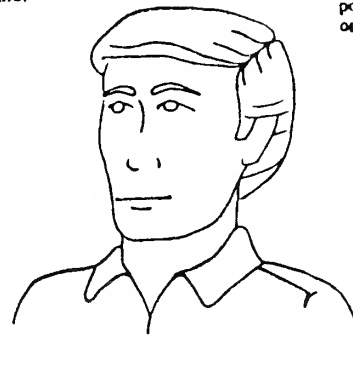
**BEHIND**  
"B" hand moves beside and in front of edge of flat hand.



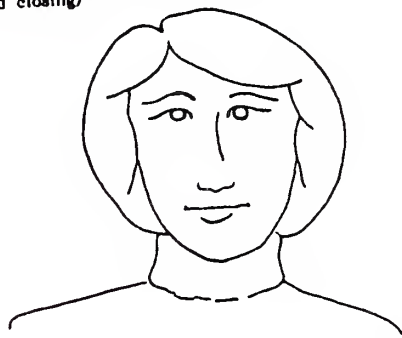
**DOOR**  
Open hands together, palms out, one hand swings back and forth and then to original position. (Representing door opening and closing)



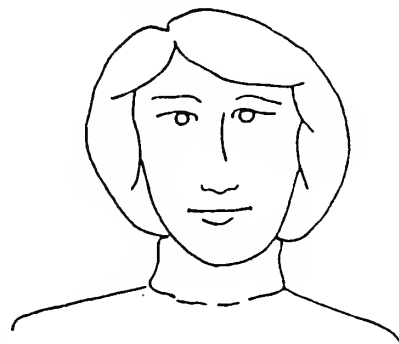
**WINDOW**  
Flat hand rests on bottom flat hand, raises up and down. (Representing window opening and closing)



**FLOOR**  
Flat hands touching move straight apart. (Representing the smooth flat surface of a floor)



**TO**  
Tip of index fingers touch. (Motion represents moving to something)



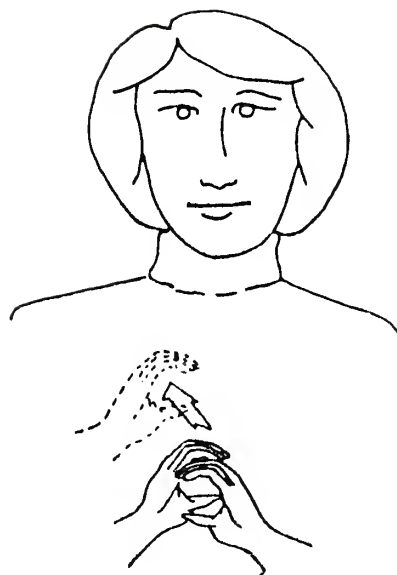
**ON**  
Place open hand on back of other hand. (Representing...)







**UNDER**  
Flat moves under flat hand.  
(Depicting a location: under)



**CAR**  
"C" hands one on top of the other draw apart tracing an imaginary steering column. (Another common sign for car is to mime holding onto a steering wheel.)



**GIVE**  
Open hands moving outward.  
(Miming offering or giving object to someone)





**FEEL**  
Bent middle finger of "5" hand brushes upward on chest. (Representing feelings from the heart)



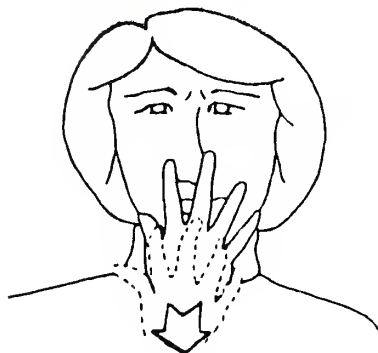
**HAPPY**  
Open hand brushes upward on chest several times. Can also be signed using both hands. (Representing feeling from the heart)



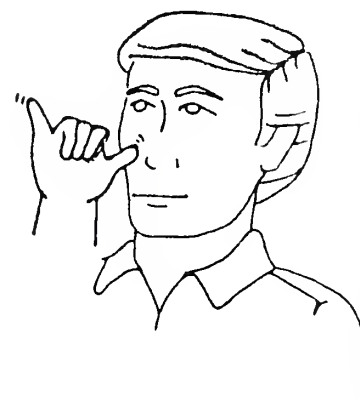
**SAD**  
Open hands move down in front of face. (Representing a "long face")



**EXCITED**  
Bent middle fingers of "5" hands brush alternately upwards on chest. (Representing happy feelings from the heart)



**MAD**  
Claw hand jerks down in front of face. (Abrupt action and facial expression depicts anger)



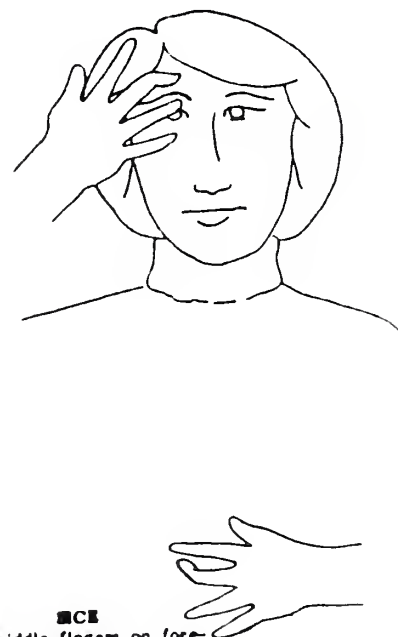
**ILLY**  
"y" hand shakes in front of nose.



**TIRED**  
Fingertips of open hands rest on chest, hands droop downward. (Representing a sigh.)



**SCARE**  
"5" hands change to "5" hands as they dart towards body. (Representing something jumping out and scaring you)

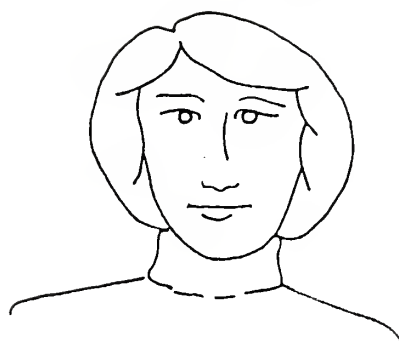


**HCE**  
Bent middle fingers on forehead and on stomach. (Representing headache and stomach-ache)

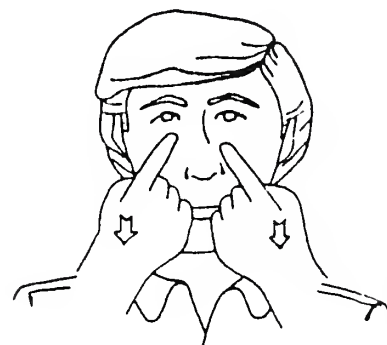
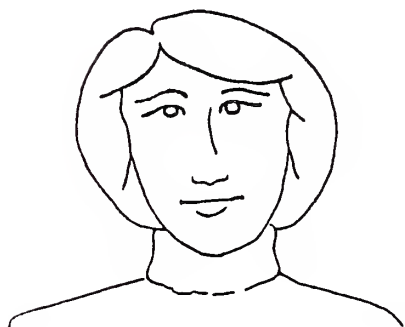




**LOVE**  
Arms cross over heart.  
(Representing feeling of the heart)



**LIKE**  
Middle finger and thumb come together on chest, hand moves outward. (Representing feelings going out to someone)



**HURT**  
Index fingers jerk back and forth. (Representing throb of pain)

**LAUGH**  
"L" hands, fingertips brush up at corners of mouth several times. (Representing the action of laughing)

**CRY**  
Index fingers moving down cheeks. (Depicting tears running down cheeks)



APPENDIX E  
ADAPTIVE RESOURCES





## Adaptive Resources

<u>Sources</u>	<u>Information/Equipment</u>
Adaptive Aids/Handlers P. O. Box 13178 Tucson, AZ 85732	Microswitches Electronic Devices Connecting Hardware
Behavioraids 1210 W. Alemenda Drive Tempe, AZ 85282	Microswitches Electronic Devices Connecting Hardware
Linda Burkhart Route 1, Box 124 Millville, PA 17846	Manual for homemade microswitches Connecting Hardware
Prentke-Romich Route 2, Box 191 Shreve, OH 44676	Communication aids Microswitches Connecting Hardware Environmental Control System
Zygo Industries, Inc. Box 1008 Portland, OR 97207-1008	Communication aids Microswitches Connecting Hardware Environmental Control System
Radio Shack (local stores)	Microswitch supplies (TA is offered by some Radio Shack personnel)
Don Johnston Developmental Equipment, Inc. P. O. Box 639 Wauconda, IL 60084 (312) 526-2682	Nonspeech Communication Computer Access Environmental Controls
Crestwood Company P. O. Box 04606 Milwaukee, Wisconsin 53204-0606 (414) 461-9876	Nonspeech Communication Adaptive toys Microswitches
Creative Switch Industries P. O. Box 5256 Des Moines, Iowa 50306 (515) 287-5748	Microswitches Adaptive toys Environmental Controls
Steven Kanor, Ph.D., Inc. 8 Main Street Hastings-on-Hudson, NY 10706 (914) 478-0960	Microswitches Adaptive toys
Handicapped Children's Technological Services Dr. Edmund Zuromski P. O. Box 7 Foster, RI 02825 (401) 861-3444	Microswitches Programmers Adaptive toys



APPENDIX F  
ADDITIONAL ASSESSMENTS & EXAMPLES  
OF COMPLETED ASSESSMENTS



[illegible]

**Directions:** Select at least one activity within 2-3 domains. Have the learner participate in the activity. Allow the learner to be as independent as possible. If you need to give a message to the learner, first use only verbal cues, next use sign or gesture, if there is no response 0; then use an object or touch cue. Score correct responses as X and incorrect responses as 0. Check ✓ the functions of your communication.

1000

1000

1000

1000

### FUNCTION

**Directions:** Select at least 1 activity within 2-3 domains. Have the learner participate in the activity. Provide choices to determine what the learner communicates about and how he communicates. Provide at least two (2) opportunities for the learner to communicate. Write down the words that the Learner does or could communicate about under content. Score X for the communication forms observed and o for the forms not observed. Check the functions that are communicated by the learner.

K. Stremel-Campbell &amp; B. Wilson

5-1-10

10-1-10

10-1-10

10-1-10

3



# COMMUNICATION PROGRAM PLANNING

Learner's Name \_\_\_\_\_

Date \_\_\_\_\_

Domains  
Activity  
(specify)

Phase

Receptive Communication  
Forms Understood:

- 1.
- 2.
- 3.

Forms to be Taught:  
(expanded)

- 1.
- 2.

Expressive Communication  
Forms Used:

- 1.
- 2.
- 3.
- 4.
- 5.

Forms to be Taught:

- 1.
- 2.

Termination  
Transition

Activity Participation

Preparation

Domestic		Vocational		Recreation/Leisure		Community	
Receptive	Expressive	Receptive	Expressive	Receptive	Expressive	Receptive	Expressive







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